



KEY COMPONENTS OF TRANSITION PLANNING

TRANSITION means making a change, or going from one place to another. For students with disabilities, transition means moving from school to the adult world. It is important to plan early for this transition to ensure a successful and rewarding future.

Transition Services means a coordinated set of activities...designed within an outcome oriented process that promotes movement from school to **post school activities**, including but not limited to:

- Postsecondary education
- Vocational education and training
- Integrated competitive employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living, and
- Community participation

The coordinated set of activities must be based on the **individual student's needs, preferences and interests**, and shall include activities in the following areas:

- Instruction
- Community experiences
- The development of employment, and other post school adult living objectives, and
- If appropriate, acquisition of daily living skills and a functional vocational evaluation

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 state that each child with a disability must have included in their Individual Education Plan (IEP):

- Beginning at **age 14** (or younger if appropriate), and **updated annually**, a statement of the student's **transition service needs** that includes the child's courses of study (such as taking part in advanced placement courses, a vocational education program, etc.)
- Beginning at **age 16** (or younger, if appropriate), a statement of **needed transition services** for the child, including, when appropriate, a statement of the **interagency responsibilities or any needed linkages**; and
- Beginning at least **1 year before** the child reaches age 18 (the age of majority) a statement that the child has been **informed of his or her rights** under this title, if any, that will transfer to the child on reaching age 18 (the age of majority)

- A statement of how the child's progress toward the annual goals will be measured and
- A statement of how the child's parents will be regularly informed of their child's progress toward the annual goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

In other words, Transition Planning means:

- Setting goals, planning and preparing for life after high school, and
- Making sure that the student's high school experiences give him/her the skills, connections, and experiences to succeed after exiting school

Transition planning is part of the Individualized Education Planning (IEP) process and it is a result of TEAM effort.

Core **transition planning team** members are persons who should always be involved in the Individualized Education Plan (IEP)/transition planning meeting. According to the Individuals with Disabilities Education Act (IDEA), core members include:

- The student with a disability
- Parents and guardians
- The special education teacher
- A representative of the local education agency who is knowledgeable about the general education curriculum
- An individual who can interpret evaluation
- A regular education teacher (if the student is or might be in regular or vocational education classes)

In addition to these core members, individual students may have specific needs or preferences that require the involvement of other transition stakeholders. These include but are not limited to:

- Work study coordinators and transition specialists
- Related service providers
- Vocational rehabilitation counselors
- Adult service providers
- Employers
- Representatives of postsecondary education programs
- Community supporters and advocates

These, and other team members, should be identified in the process of assessing the student's desired environments related to work, education, community participation, and residential living.



the Transition Team's **JOB**

is to

- Plan early
- Explore school and community options
- Teach students to be their own advocates (stand up and speak up for themselves)
- Help students to learn new skills or enhance the skills they currently possess
- Provide “real-life” experiences
- Assist students and families to find community agencies that can provide support services

Student

role & responsibilities

- Identify individuals they would like to be part of the Transition Team.
- Participate in all IEP and Transition planning meetings to the best of their ability.
- Assist in all planning activities and in assuming adult roles and in the development of the Transition Plan.
- Follow through on any objective for which he/she is responsible.
- Express opinions and ideas about their goals, and should understand the implications of everything discussed.
- Work with teachers, counselors, and other specialist to identify skills, interests, strengths, weaknesses and accommodations; set realistic goals based on this information.
- Participate in assessment procedures such as vocational, academic, and psychological testing.
- Accept responsibility for personal behavior.
- Display a positive attitude.
- Assume adult rights at age of majority, unless exempted by guardian or the IEP team.
- Practice self-advocacy and self-determination.

Self-Advocacy and self-determination means knowing one's basic human rights; standing up for those rights; identifying one's skills, interests, and preferences; taking responsibility for positive goal setting and appropriate social behavior; and asking for help when needed.

No one has a greater stake in the outcome of transition planning than the student. This is why the **student must be an active participating member of the IEP/transition team.**

Self-advocacy skills are needed in all life settings

- On the Job
- In the classroom
- With family & friends
- In meeting transportation needs
- During recreation/leisure times
- At home
- In the community
- Using medical services

Parent/Guardian

role & responsibilities

- Believe in their son/daughter's gifts and talents.
- Listen to their goals and dreams and support them in pursuing these.
- Be a positive role model.
- Explore possible career and other post high school independent living options.
- Provide opportunities at home for the development of independent living skills.
- Allow student to be as independent as possible and encourage their ability to explore and enjoy all aspects of the community.
- Encourage and help student to get diverse, hands-on experience through work-based opportunities, job-shadowing an employee, going on industry tours, developing a resume, practicing interview skills, and developing a plan for the future.
- Participate in Transition Planning and IEP development and meetings.
- Identify friends, family, and community members who can be part of the transition team.
- Contribute assessment information to assist in determining the student's strengths, weaknesses and learning style. Provide input on student's abilities, personal traits, interests, likes and dislikes, as well as the needs of the family.
- Always ask questions and obtain answers to those questions before, during, and after meetings end. Parents should voice concerns and expect clear information prior to making a decision.
- Parents should only sign their son/daughter's IEP after they are thoroughly satisfied with the contents. It is acceptable for parents/guardians to request changes in documents over time.
- Should take notes of what is said in meetings and during phone calls and maintain good records.
- Should provide information on impact of student's health in program planning.
- Familiarize themselves with all school personnel and adult service providers who will be involved in the student's future planning. Be informed about adult funding agencies locally and submit applications to those agencies.
- Seek and request information on desired postsecondary services including: education, vocational training, residential placements, recreation/leisure programs, guardianship, financial planning, medical services, socialization programs, behavior management, and other service areas needed by the student and family.

- Assist in procuring all documents required for services such as: Social Security benefits, work permits, identification cards, and transportation passes/plans.
- Should become an advocate.

Transition Specialist role & responsibilities

- Ensure that the students interests and goals for the future are identified.
- Plan and facilitate the IEP/ transition planning meetings.
- Develop the Transition Plan based on input from all team members.
- Monitor implementation of Transition Plan.
- Collaborate with team members to identify in-school and community resources for transitioning.
- Monitor student's career portfolio to be shared with Transition Team members.
- Assist student/parents in completing application and forms related to desired services.
- Serve as liaison and advocate between student/parents and adult agencies.
- Ensure student participates in school and community learning experiences that build upon their individual talents, skills, goals, and additional needs for support, and that the school helps the student to see the connection between their education and the "REAL WORLD."

Vocational Coordinator role & responsibilities

- Assist student in developing positive work habits, attitudes, and work ethics.
- Assist student to develop vocational interests, aptitude and strengths.
- Review with the Transition Team, the student's completed work reports, and vocational assessment results.
- Provide student the opportunity to participate in community based vocational training settings.
- Collaborate with various team members regarding work experience situations.
- Coordinate, facilitate and monitor all vocational training placements both on site and within the community.
- Talk with employers to find out which skills they want in their future employees and take advantage of opportunities to connect, network, and establish good relationships.

- Work with Transition Specialist to identify in-school and community resources for transitioning.
- Be familiar with transition programs and options for the transitioning student.
- Be involved in transition planning.
- Arrange for appropriate evaluations as necessary.
- Guide the student to develop appropriate work behaviors/attitudes within the education environment.
- Provide training for any special skills a student may need for a specific future placement.
- Share with the team, an accurate representation of the student's current levels of functioning (academic and behavioral).
- Act as an advocate for the student.
- Provide opportunities for students to do holistic life exploration in all areas, such as where they want to live someday, what they like to do for fun. How they can get involved in their community, how to develop leadership skills, and whether or not they want to go on for more training after high school.
- Help student become active, contributing members of society by connecting school activities and class work to volunteer opportunities, service learning, and neighborhood initiatives in their communities.
- Talk with school staff and administrators about how school learning opportunities are connected to what students will need to know about their community and life after high school.
- Help students to participate in school and community learning experiences that build upon their individual talents, skills, goals, and additional needs for support and assistance.

Community Based Agencies

role & responsibilities

May provide:

- vocational training and placement before and after graduation.
- case management and coordination of services.
- assistance in attaining eligibility for Social Security Income (SSI) and Medicaid.
- independent living services.
- functional vocational assessments and vocational counseling.
- health services and supports.
- technology and accommodations.
- funds for postsecondary education or vocational training.
- recreational and leisure opportunities.
- counseling and behavioral supports.
- peer and co-worker supports.
- opportunities to try out postsecondary environments.
- child support.

THE TRANSITION PLAN

In planning for transition, the team should consider the following:

Independent Living

Will the student live on his/her own some day and is the student ready to manage his/her own personal affairs, finances, health, safety, and health care, and be his/her own advocate?

Employment

Will the student work and is he/she prepared for work? What type of work will they do?

Community Participation

Will the student need assistance in traveling in the community, planning recreation and leisure activities, and staying connected with friends?

College/Continuing Education

Will the student be going on for further education or training and are they academically ready?

Transition Goals and Objectives should be stated in the Individualized Education Plan (IEP)/Transition Plan and should:

- List the student's goals and choices about living, careers, and leisure.
- Include input from the student, parents and other family members and friends.
- List places to get support services and training needed to reach those goals.
- Outline steps to take and timelines for reaching each goal.
- List who is responsible for helping the student reach each goal.

The IEP/Transition Plan should identify:

- Which agencies will be involved.
- Services each agency will provide; and
- How all of the services will be coordinated.

Transition Planning Checklist

The following items meet the requirements of the Federal Individual's with Disabilities Act (IDEA) and Delaware Special Education Regulations (use this checklist when preparing any student's IEP/Transition Plan)

- ☐ Did the student take part in developing the Transition Plan and IEP? If not, did the team take other steps to make sure the student's interests and needs were considered in this plan?
- ☐ Are the annual goals and objectives in the Transition Plan and IEP based on the student's interests, preferences, and needs?
- ☐ Were staff members of agencies which might be providing or paying for transition services invited to the IEP/Transition meeting? If the invited agencies did not send any staff members, did the team take other steps to make sure these agencies took part?
- ☐ Does the Transition Plan/IEP include the student's long range goals in:
 - ☐ Employment
 - ☐ Independent living
 - ☐ Postsecondary education and training
 - ☐ Community participation
- ☐ Is the course of study in the IEP what the student needs to reach the long-range goals?
- ☐ Did the team include in the IEP:
 - ☐ Instruction
 - ☐ Related services
 - ☐ Community experiences
 - ☐ The creation of employment and other post school, adult living objectives and, when appropriate:
 - ☐ Acquiring daily living skills
 - ☐ Functional vocational evaluation
- ☐ Was a vocational (career-related) assessment begun at age 14? Is it reviewed once a year and does it provide information to the team for planning transition goals?
- ☐ Was the need for assistive technology in transition considered?
- ☐ Did the IEP team meet again if the responsibilities of other agencies identified in the IEP were not met?
- ☐ For the student turning 17, did the team talk about the transfer of rights (age of majority) to the student?
- ☐ Did the school arrange for an interpreter if you do not speak English?

Transition Planning Timeline

This timeline is to be reviewed with student/parents and can also be found in the Postsecondary Education and Training Resource Guide,

Four to five years before leaving school the student should:

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Learn to communicate interests, preferences, and needs.
- Learn and practice decision-making skills.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for college, or other forms of postsecondary education.
- Look into assistive technology tools that can increase community involvement and employment opportunities.
- Broaden experiences with community activities and expand friendships.
- Look into driver's education when the time is right
- Have an identification card and be able to communicate personal information.
- Think about where and how he/she would like to live, and supports needed to do this.
- Practice and learn skills necessary for independent living i.e. money management, accessing transportation, shopping, cooking, etc.

Two to three years before leaving school the student should:

- Learn and practice communication skills and social skills for different settings (employment, school, and recreation with peers, etc.)
- Look into the legal status about decision-making before becoming a legal adult (explore guardianship).
- Learn about the laws that affect the rights of people with disabilities (Americans with Disabilities Act (ADA), Rehabilitation Act, etc.)
- Identify and learn about community support services and programs (The Division of Vocational Rehabilitation, Division of Mental Retardation, Independent Living, etc.)
- Invite adult service providers, advocates, and others to the Individualized Education Plan (IEP)/Transition Planning meeting.
- Practice and learn independent living skills, such as budgeting,

cooking, shopping, and housekeeping.

- Identify needed personal assistance services, and if appropriate learn to direct and manage these services.
- Select health care providers and become informed about sexuality and family planning issues.
- Match career interests and skills with vocational course work and community work experience.
- Begin building job skills, i.e., look for summer or part-time employment.
- Take part in job shadowing experiences, etc.
- Apply to the Division of Vocational Rehabilitation to determine eligibility for services.
- Learn more about colleges and other adult education schools and programs, and the support services they offer. Make arrangements for accommodations to take college entrance exams (if applicable) and complete applications.
- Determine the need for financial support and health care support (Supplemental Security Income (SSI), Medicaid and independent living services.)

One year before leaving school the student should:

- Enhance communication skills and self-advocacy skills.
- Become involved with advocacy and support groups.
- Assume responsibility for health care needs (making appointments, filing and taking prescriptions, etc.)
- Apply for financial support programs and health care support services (Supplemental Security Income (SSI), Medicaid, and Independent Living services, etc.)
- Register for selective services at age 18.
- Register to vote.
- Make detailed plans for living independently. Continue development of independent living skills.
- Identify adult supports needed by community based agencies.
- Identify the postsecondary programs desired and arrange for accommodations.
- Specify desired job and obtain paid employment with support as needed.

- Take responsibility for arriving on time to work, appointments and social activities.
- Develop resume and obtain letters of recommendation from teachers before graduation.
- Ensure the high school completes any evaluations required by adult service providers or colleges, and that they make these records available.



POST HIGH SCHOOL OUTCOMES

Desired outcomes for all students exiting high school include one or more of the following;

- Further Education and Training
- Employment
- Independent Living

COLLEGE, CONTINUING EDUCATION and other training programs after high school are possible for many students with disabilities. The ADA and Section 504 of the Rehabilitation Act protect the rights of students with disabilities in these settings. If a student meets the academic and technical requirements to get into a particular college, then the college must make sure that the student gets an “equal educational opportunity”.

In grade school and high school, the school district was responsible for finding and planning services for students with special needs. However in college this is different.

What students should know about receiving accommodations:

- Disclosing (telling the school about) a disability is a personal choice. But to obtain accommodations the students will have to disclose their disability and provide proof (documentation).
- Take the step to inform instructors of special needs. No one will do this for them.
- Be knowledgeable of certain rights under Section 504 of the Rehabilitation Act of 1973 and under the Americans with Disabilities Act (ADA).
- Locate the Office for Disability Services, or identify the need to obtain support services provided by the college.
- Create a plan of support that will afford the same chance as other students to benefit from all of the courses and programs offered.
- The kind of supports or accommodations will depend on the nature of the student's disability. Some examples might be: taking fewer classes during the semester, remediation and tutoring, use of calculators or other assistive technology, books on tape, oral rather than written tests, interpreters, etc.

Students should make plans as early as the freshman year in high school in order to have the most and best choices for continuing education. Students will also need to know the requirements that different schools consider essential (refer to the Student Postsecondary Education & Training Resource Guide).

ask ^{or} College Representatives Guidance Counselors

Which courses should be chosen in high school?

Talk with the student about his/her future goals and interests and encourage them to take the courses that will best help attain his/her goals. The school guidance counselors will discuss course options available to each student.

What are the different types of colleges?

Four-year colleges and universities provide students the opportunity to earn a Bachelor Degree after studying a certain area, like English or Science. In community colleges, trade schools, and technical schools students can usually earn an Associate Degree (two years) or certificate of proficiency (one year). The Associate Degree can often count toward the first two years of a four-year degree.

What are the entrance requirements for college?

Ask the student's high school guidance counselor about what each college requires for admission. Students can also write to the school's admissions office, or use a computer database or the Internet. Find out if the high school or library has access to these resources.

What support services does the college offer?

Some colleges provide the minimum supports while others have more full-fledged support programs. The student should speak with the Office of Disability Services for the college that he/she is interested in to see if their supports will meet his/her needs. Find out what proof or "documentation" of disability they will require for the student to qualify for services.

When should students take college entrance exams?

Students should speak with the high school guidance counselor early on about these tests. Special education students' qualify to take the ACT or SAT College entrance tests under special testing conditions. Because special testing is reported to the colleges, talk first with the student's school counselor or college consultant about whether his/her scores can and/or should be kept out of the application process.

When should students apply to colleges?

Some special needs support programs in the colleges may require students to apply for them early. Talk to the guidance counselor during the student's sophomore year.

How do students find out about financial aid?

The high school guidance department can tell the student about state and federal financial aid loans, and scholarships given by private groups. Also, the student should call the financial aid offices of the colleges he/she is interested in, to find out about other financial aid available. If the student will be getting service from Vocational Rehabilitation Services (VRS), he/she should inquire about their financial aid resources as well.

PLANNING for College and Continuing Education

The student and parents should be able to identify the following:

Know the student strengths

- What goal(s) does he/she hope to reach in college?
- Is he/she motivated even when things become difficult?
- What are the ways he/she copes with his/her frustrations?
- If needed, is he/she willing to put in long hours studying?
- What are his/her strong points?
 - Social relationships
 - Mechanical skills
 - Music
 - Problem solving
 - General knowledge
 - Reading
 - Humor
 - Written expression
 - Verbal skills
 - Art
 - Drama
 - Creativity
 - Math
 - Sports
 - Other areas
- What class(es) is he/she best at in high school?
- Does he/she seek help when having trouble learning something new?
- Does he/she manage his/her own time so he/she can finish schoolwork?

Know the student challenges

- Is reading hard for him/her? What is his/her reading grade level? Does he/she do better when the material is read to him/her?
- Is math hard for him/her? Does he/she need a calculator to do math assignments?
- Does he/she have difficulty writing their ideas? Are there errors when he/she proofreads his/her papers? Has he/she ever used a tape recorder to dictate work? Has he/she had experience using word processing?
- Does he/she have problems in understanding what others say? Does he/she tape classroom presentations when needed? Does he/she sit near the front of the room so he/she can watch the teacher's face and lips? Does he/she review notes to be sure he/she understands the important ideas expressed in the lecture?

- How are his/her study skills? Does he/she have trouble organizing time? How about his/her note taking and outlining skills? Does he/she have difficulty using reference materials? Does he/she have trouble keeping his/her attention on what he/she is studying?
- What types of accommodations, including rehabilitation technology, will he/she need?

Know about the school

- What's the address and contact person at the school's admissions office and special program's office?
- What courses of study are offered?
- What are the admission requirements? These might include ACT and SAT scores, high school transcripts, grade point average, and any special considerations for students with disabilities.
- What are the costs? The student and their parents should think about tuition, disability services, room and board, and textbooks and supplies. Also, what financial aid can they apply for?
- Accessibility: Are the buildings, classrooms, dorms, doorways, walkways, restrooms, cafeterias, etc. accessible to student?
- Living accommodations: Are there single rooms: How many roommates?
- Are health and medical services available on campus or nearby?
- Library: Is it adequate: Within walking distance: When is it open? Does it have alternate formats (audiocassette, large print, Braille, etc.)?
- How many students with special needs are on campus? How many graduates?
- Is this college really for the student based on all of this information?

THE WORLD OF WORK

In order to have a successful career, an individual must identify his/her interests, skills, and preferences.

Vocational assessment evaluation is intended to help identify these attributes.

The individual must have appropriate **employability skills** including positive work behaviors, social skills, and job seeking skills. Some individuals may need assistance in job placement and retention. Still others may need and desire **specific occupational training**. Delaware resources in these areas are listed in the Employment and Training Resources Guide.

Vocational Assessment begins the planning stage for students with special needs in Delaware, in their search for a job or career after high school. This assessment examines strengths and needs related to his/her job and career goals. In a vocational assessment, information is gathered about a student's:

- Skills
- Interests
- Potential to learn
- Job and career exploring experiences (volunteering, part-time or summer work, job shadowing, etc.)
- The student's language culture and family
- Assistive technology requirements

and it may include:

- A review of school information and interviews with the student, family, and teachers
- Vocational evaluations—formal job-related testing
- Job and student performance analysis made on the job, or in work-like settings

This vocational assessment is not a single test. It is a process of gathering information from many sources about a student's career-related skills, abilities and interests. This process happens over time. This information should be gathered and used by the Individualized Education Plan (IEP)/Transition team for planning the student's annual goals.

Who must provide vocational assessments?

The school district must provide vocational assessments needed to plan transition services. The school must complete an assessment for all students with special needs beginning at age 14. The assessment results are reviewed at least once a year and further developed as needed.

By the time transition services begin, the school, family and student should know the results of the vocational assessments and be able to talk about the student's abilities, skills and interest at the IEP/Transition meeting. The vocational assessment should give the IEP/Transition team information to establish appropriate career-related goals and objectives.

Employment and Training Options create opportunities for **sustained, competitive employment** for students with disabilities. This is the most desirable goal and the ability to accomplish it will vary. Some individuals with disabilities may require no special services at the work place following graduation. Others may require some support for a limited period of time. Still others may need ongoing support until retirement. These supports can include training, transportation, job coaching, advocacy, etc.

Many types of employment options and a range of supports are available. However, the challenge is to find a job where the skills and interests of the student match the needs of the employer. Not all options are good for each young adult. Some provide very little supervision, while others may employ a full time job coach for a period of time to assist the young adults with the job. Some options are sheltered and segregated while others are in the community and integrated. When exploring employment options, and assisting the student to establish a career road, it is important to consider the training needed to perform the job, amount of wages, transportation to the work site, entry requirements, waiting lists, application procedure, and the kind and amount of interaction with the community while on the job.

The following pages provide a brief description of employment options, which are available. Knowing about these options can help the student, and the family make decisions. Discuss these options with providers of adult services to determine which are the most appropriate. A list of questions to guide your consideration is included at the end of this Section.

Generally, **EMPLOYMENT OPTIONS** fall into three main categories: competitive employment, supported employment and sheltered employment.

The category best suited for the student can change over the years. For transition planning purposes the main focus should be on the option which is most appropriate for the first few years out of school.

Competitive Employment

offers the widest range of work opportunities and wages. A young adult with disabilities applies for positions the same as everyone else in the work force, actively competes for the position, and relies on his/her own skills to retain the job. There is no additional help or support other than what is typically available from co-workers or supervisors. For mildly disabled adults who require no extra supports beyond those available to the general population, competitive employment is a good option.

Supported Employment

is paid work in the community in which the worker has support from an employment training specialist, job coach, or vocational (job-related) instructor. Some people may need ongoing support, but usually the support is “phased out” over time. Often “natural supports” may be developed among co-workers and supervisors, through accommodations and other changes in routines.

All supported employment models have certain important features:

- Assistance (support) in getting and keeping a job
- Opportunities for real work with all the expected outcomes of having a job (paid work exceeding 20 hours per week)
- Routine contact on the job with individuals without disabilities
- A range of jobs with many different levels of support

Models of supported employment may include:

Individual Placement Model

Individual (competitive) placements with supports, also enables individuals with severe disabilities to have jobs in the community. An agency locates typical jobs in the community and matches individuals to available jobs. Individuals with disabilities are trained in the job setting to perform the job tasks and master job related skills. A job training specialist or job coach provides routine and ongoing support. This support diminishes as the new employee performs more independently. Often, the non-profit agency guarantees the job requirements are completed satisfactorily. Types of jobs are unlimited, depending on the local job market and the creativity of job developers. Pay is always at minimum wage or greater.

Enclave Model

Groups of eight or less workers with disabilities are trained, supervised and placed on a job, often in manufacturing, with the regular workforce. Payment for work performed is commensurate with pay to others within the host company who do the same type and amount of work. Access to work is guaranteed in the same manner as for other employees in the company.

Mobile Crew Model

Groups of 4-6 employees with disabilities, working from a van or truck, perform services in community settings on a contractual basis. For example, building or grounds maintenance. Usually, such mobile crews are set up as a small single purpose business with a general manager responsible for the crews. Each crew has a supervisor. The more stable the contracts the greater the outcomes. Better worker skills increase productivity and wages are noticed.

Benchwork Model

This concept is designed to provide employment and training in benchwork assembly for persons with severe disabilities. Usually operated as a self-contained group, which endeavors to compete in the open market for contract work i.e., electronics and related manufacturing industries or operations. The physical location is separate from traditional sheltered programs, but may not be integrated. Often this model provides extensive

skill development training. Non-handicapped assemblers can work as peer employees when volume of work permits.

Acceptance into employment programs depends on a number of factors: capacity of providers of extended services, functioning level of the young adults, accessibility, transportation, and staffing capabilities. To ensure an appropriate match between the student and the employment alternative, you must ask the right questions. In the Appendix Section, there is a list of questions you may want to ask of employment programs the student and his/her family are considering. There is no substitute for visiting the potential employment programs and viewing participants in action. At this time, raise questions regarding the appropriateness of the program.

Day Program Options

They are alternative to vocational programs. The focus generally includes emphasis on activities other than vocational skills. No wages are earned. The program might include social skill development, survival skill development, physical therapy, speech therapy, occupational therapy and activity therapy.

Adult Day Care, Medical Day Care and Day Treatment (mental health programs) are examples of Day Programs. These programs meet very specific needs. For example, Medical Day Care provides for medically fragile individuals. Day Treatment programs work with individuals who need extensive psychiatric supports. Participation in a day program is one option available to the individual who has severe disabilities. Refer to the end of this section, for a list of questions you may want to ask of Day Programs the student and his/her family are considering.

The DIVISION of VOCATIONAL REHABILITATION

What is the Division of Vocational Rehabilitation (DVR) and what do they do?

The Delaware Division of Vocational Rehabilitation (DVR) is a state agency that assists individuals with disabilities by providing services to prepare for, obtain, and maintain jobs.

Who can benefit from DVR School-To-Work Transition Services?

Many individuals benefit from the services provided by DVR. Students will benefit from the DVR School-To-Work Transition Services if they are someone with a disability...

- who may need assistance with transition to employment
- who may need additional skill development after high school to succeed in the workforce
- who may be receiving special education services with an Individual Education Plan (IEP) that indicates a referral to DVR
- who is being served through a 504 plan that includes transition planning and services

- who is being served through an individualized health plan which includes transition planning and services

How does a student receiving transition services get started?

Although it is primarily the responsibility of the school district to refer an individual to DVR, the student, parent, or any school representative (guidance counselor, nurse, 504 coordinator, or teacher) can at any time call the closest DVR office and ask to speak to a rehabilitation counselor. The locations and telephone numbers for the statewide offices are listed on page 31.

How will a DVR counselor help a student?

The DVR counselor can act as an advocate/consultant for the student and their family by helping plan for employment and adult life.

Every high school has a DVR counselor assigned to it. The transition team, 504 team, guidance counselor, nurse, and/or teacher will know the name of the DVR counselor and are able to assist a student in contacting him/her.

As a student transitions from school into work or a postsecondary setting, a DVR counselor will begin to work closely with the student to develop work and/or postsecondary training opportunities suited just for him/her.

When should a student meet with the DVR counselor and begin planning for the future?

Whatever his/her employment aspirations are, early planning can help make them a reality.

The year before the student will finish high school, the DVR counselor will meet students in their school to begin explaining services and answering questions. The DVR counselor will also attend career fairs, or the informational sessions for parents held at school.

If the student is interested in applying for services, the DVR counselor will then meet them individually the year they will leave high school and transition from school to a work or postsecondary setting.

When does a DVR counselor attend a student's IEP meeting?

The DVR counselor will attend the IEP meeting of a student for services when entering their final year in school. The DVR counselor will coordinate their attendance at the IEP meetings with the school staff in charge of transition planning.

Who is eligible for DVR services?

An individual is determined eligible for DVR services when he/she...

- has a physical or mental impairment that interferes with the ability to obtain or maintain employment, and
- requires DVR services to become employed.

Examples of disabilities for DVR services include, but are not limited to: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), diabetes, heart problems, respiratory problems, orthopedic disabilities, learning disabilities, neurological impairments, chronic gastrointestinal problems (ex: Crohn's disease), health care issues (ex: sickle cell anemia), substance abuse, mental

illness, and hearing loss.

How does a student apply for DVR services?

Contact the school guidance counselor, nurse, 504 coordinator or teacher for a referral form. He/she can also call the DVR office nearest him/her to schedule an appointment with a DVR counselor.

What services can DVR make available to a student?

The DVR counselor works closely with the student and the school to help arrange or provide services that may include:

- Vocational assessment/evaluation
to help identify interests, values, learning styles, vocational aptitudes, and readiness for employment.
- Counseling and guidance
establishes an ongoing relationship between the student and the DVR counselor as he/she explores the evaluation results, labor market opportunities, and develop a realistic plan to go to work.
- Training to teach job skills
builds the skills necessary to obtain employment. Services may include volunteer experiences, on-the-job training with a supervisor or job coach, as well as, vocational education and/or classroom training at vocational/technical schools and universities.
- Job development and placement
assist in getting a job suited to individual interests and capabilities. Services may include training in how to look for a job, securing employment, assistance with the job hunt, how to write a resume, what to say in an interview and how to maintain a job.
- Follow-up services
are extremely important to ensure that the job placement is successful. The DVR counselor will follow progress on the job for at least 90 days to make sure that the student has been appropriately placed and that employment is satisfactory.
- Independent living services
provides evaluations and other services that will assist in dealing with life issues that inhibit rehabilitation and employment goals. Services provided may include accessing community resources, self-advocacy skills, money management and personal organization skills.
- Assistive technology services
helps increase levels of independence through the use of assistive technology devices.
- Other goods and services provided include transportation, tools, licenses, uniforms, or a referral to other appropriate private or public agencies for additional special services.

Is there a cost for DVR services?

Most services through DVR are free. However, students may have to assist with partial payment of some services. The student's DVR counselor will work with him/her to develop a plan that best suits an individual's unique financial situation.

How will working affect a student's Supplemental Security Income (SSI) benefits?

SSI programs encourage recipients to work through a number of allowances and work incentives. Generally, SSI recipients only lose one dollar for every two they earn and are allowed to include \$85 of earned and unearned income and any Impairment Related Work Expenses (IRWE). This means you will not necessarily be earning less by working. . in fact, you may be earning more!

What happens next?

The DVR counselor will continue to meet and develop an Individualized Plan for Employment (IPE), to be implemented after graduation. This plan will describe the services the student and the DVR counselor believe are necessary to obtain and keep a job. They will probably be a continuation of the transition plans made while in school. Therefore the IEP and the IPE should be consistent with the same goals and objectives. The DVR counselor will continue working with the student until a job has been found and he/she has demonstrated the ability to maintain a job. Typically, once someone has been satisfactorily employed for at least 90 days the DVR counselor will then begin the closure process.

DELAWARE DIVISION of VOCATIONAL REHABILITATION STATE WIDE OFFICE LOCATIONS

NEW CASTLE COUNTY

Wilmington (302) 761-8300

New Castle (302) 326-8930

Newark (302) 368-6980

Middletown (302) 378-5779

KENT COUNTY

Dover (302) 739-5478

SUSSEX COUNTY

Georgetown (302) 856-5730

COMMUNITY & INDEPENDENT LIVING

The Transition Team should ensure that student and parents are aware of the many options available to them. The following information should be conveyed.

COMMUNITY LIVING is about more than just where we live. It is about:

- Choosing how, where, and with whom we live.
- Having the supports to live as independently as possible.
- Being connected to others in our homes, neighborhoods, and communities.
- Feeling safe and comfortable in our homes and neighborhoods.
- Enjoying life, including recreation and how we spend our spare time.

So many students' hopes and dreams (and their parents' hopes and dreams for them) revolve around being as independent as possible, while also being a connected and valued member of the community. Here is where much of your creative thinking will come in, as well as the willingness to take some risks, and look beyond traditional options.

If you feel that existing services will not meet the students needs, or they do not give him/her a full range of choices, there are other options. Connect the student's family with other parents and see what they have done. For example:

- Did any of them buy a house for their son/daughter? Go in on a condominium with a roommate?
- How have they provided for estate planning?
- How do they find, develop and keep support staff?
- How do they pay for support staff (agency vouchers, their own money, etc.)?
- Have they built upon the "natural supports" of family, friends or neighbors?
- Have they found different/ creative options for jobs or activities?

If the student will someday live on his/her own without the support of others, has the transition plan addressed the skills he/she will need to do this? Has your student learned these skills? Your student will need to learn to:

- Manage finances.
- Manage a home, repair and maintain a home or apartment.
- Care for personal needs.
- Buy and prepare food.
- Buy and care for clothing.
- Act as a responsible adult.

There are many different **HOUSING** options for Delawareans with disabilities and special needs. To meet their personal lifestyles and needs, they might:

- Own their own homes.
- Rent their own house, condominium, or apartment.
- Share a home or apartment with a family or a person without a disability.
- Live with their own family, with support and respite provided.
- Live in an in-law apartment that is attached to their family's home, but with its own entrance, kitchen, etc.
- Live in a home or apartment with supports.
- Live in a group home with 24-hour support.

These are just a few examples of living arrangements. There are many other possibilities. The key is for the student, and his/her family to plan what would best match his/her lifestyle, preferences, and needs. The student should speak with other young adults and parents about their choices, and visit some of the living arrangements being considered.

Most important, **don't be afraid to dream**. The student and his/her family can always look into ways to pay for their living arrangement once they have figured out the best option. Look into possible support through independent living centers, adult community service agencies, residential agencies, and the Division of Mental Retardation (DMR).

Community-Based Options

Remember, while it is helpful for you to be aware of these traditional and nontraditional options, students do not have to choose from this list only.

- **Own Home**—living in one's own home, or that of one's family.
- **Shared Home/Apartment**—sharing a house or apartment with one or more unrelated people.
- **Independent Living**—living without residential support or supervision. This may include supports that are directed by the person with a disability, such as Personal Care Attendants (PCA), peer supports, home modifications, or assistive technology.
- **Semi-Independent Living**—staff provides different levels of supervision.

Group/Neighborhood Home—staff provides care, supervision, and training for people with certain disabilities.

Intermediate Care Facilities for the Mentally Retarded (ICF-MR)—residential programs with 15 or fewer people that provides services 24 hours a day, seven days a week for people who need developmental nursing services and a planned program of active treatment.

Supervised Apartment/Home—Semi-independent living, where staff live in a separate unit in the same building or complex. The person may live alone or with roommates.

Adult Foster Care—A house or apartment owned or rented by a family with 1 to 3 people with disabilities living as foster family members.

Section 8—Housing and Urban Development (HUD) voucher program for people with low income that provides payments for rental property, this is decided upon between the renter and the landlord.

Personal Care Home—Staff assists with dressing, bathing, or other personal care, but no formal training is given to the participants.

Board & Care Home—Provides bedrooms, all meals and regular care or supervision. The level of assistance is less than that in skilled nursing care.

Alternative Living Units—Provide room, board, training, support services, monitoring of health needs and management of young adult's personal money.

NATURAL SUPPORTS are supports that are already part of our lives, “naturally”. For example, it is common for roommates to assist each other with things like cooking and housework. Friends and neighbors may also offer support in many other areas, such as loaning items or offering to fix something.

COMMUNITY MEMBERSHIP means much more than just living in the community. It means taking an active part in community activities, developing friendships, giving something back to the community, and feeling that your contribution is valued.

As students move from school to adult life, they should think about their interests, and the changing options for their age group. Also, thanks to the Americans with Disabilities Act (ADA), all options in the community must now also be open to individuals with disabilities. Also, don't rule out certain activities because of the student's special needs. There are often ways to adapt an activity, with or without adaptive devices.

COMMUNITY SUPPORTS available around housing and independent living vary quite a bit. Families and friends may continue to play a major role in a student's life, but this role will change. The role of the family becomes less to guide the student in a certain direction (usually set by the parents) and more to assist them to reach the level of independence that he/she chooses.

During the transition years, students may begin to rely on the advice of friends and express their own choices. Other supports that parents and friends may have provided are not his/her responsibility. As a parent, they may have decided how and what their son/daughter ate, or how he/she dressed in the younger years, but as an adult, the student will decide these things, and will have to tell others his/her needs and wishes.

FRIENDSHIP AND RELATIONSHIPS are most naturally begun by making friends at school. See if the school has ways for the student to get involved and meet others with common interests. Assist the student in exploring after-school sports and clubs, and study groups.

If making friends is not easy for the student, try calling the local college, community group or church, and ask for the names of people who might wish to meet someone new, and to help them meet others.

The student will also need information to make good decisions about dating and sexuality. Some places to call are:

- A trusted guidance or rehabilitation counselor or other professional.
- The student's doctor.
- Planned Parenthood.

RECREATION/LEISURE OPTIONS help students to learn new things, gain a skill, meet new people, and have fun! It can be something he/she does alone (such as gardening, painting) or a group activity (such as basketball or aerobics).

Where to look for fun things to do:

- First, talk to the student about his/her interests. Suggest new ideas that might match his/her interests.
- Call the city/town recreation department (look under the name of the city, "Recreation Department" in the phone book). Also call the Chamber of Commerce or tourism office. Don't just ask about "special activities" ask about all activities.
- The local newspaper publishes annual summer recreation guides.
- Call the student activity and guidance centers of local colleges. They often have classes and activities for non-students, as well as mentor and buddy programs.
- Call the YMCA; local gym; or other community centers for recreation/leisure programs.
- Ask parents, teachers, professionals, friends, and neighbors for ideas.

MAKING INCLUSIVE ACTIVITIES WORK by having the student's family go with their son/daughter the first time if he/she is nervous. Or have a friend or volunteer go. Answer any questions or concerns they might have. Encourage everyone to get to know each other and work together.

Remember – the goals of inclusive recreation are not only to develop skills, but also to make friends and have fun. Also, know that taking risks and challenging ourselves is the way we learn and grow.

Make changes to activities so that everyone can take part. Ask others in the group for ideas about this. Use volunteers for support if needed, or "buddy up" with other people taking part in the activity.

VOLUNTEERING is a great way to meet others with similar interests, and many volunteer activities also include social activities. Remember that volunteering does not mean doing something for free that others get paid to do. Below are just a few ideas for volunteering:

- Public radio and television stations.
- Community bands, choruses, orchestras.
- Museums, historical societies.
- Parks and recreation departments.
- Tourist information centers.
- Senior centers and nursing homes.
- Churches and synagogues.
- Community centers.
- Theaters.
- Homeless shelters.
- Hospitals.
- YMCA's, Boys and Girls Clubs.
- Day care centers.
- Animal shelters.
- Local schools and colleges.
- Political campaigns.
- Garden clubs.

The Volunteer Link has on file a list of more than 500 non-profit organizations and public agencies and their needs for volunteers. Call the State Office of Volunteerism

New Castle County (302) 577-4965

Kent & Sussex Counties (302) 739-4456

ASSISTIVE TECHNOLOGY & ACCOMMODATIONS can create more independence and inclusion for students with special needs at home, in school, at work and in the community. They must also teach about options and how to advocate for their own needs. Students should learn about:

- What accommodations he/she might need.
- Where to find them and how to get them.
- Where to find funding for accommodations and Assistive Technology (AT).
- How to advocate for these services.

- How to maintain and repair devices when they break
- Where to go for more information and resources.

It is also very important that students learn about:

- The laws that relate to Assistive Technology (AT) and accommodations (such as the Americans with Disabilities Act (ADA), Individuals With Disabilities Education Act (IDEA), Tech Act, the Rehabilitation Act, and the Telecommunications Act).
- His/her rights and responsibilities under these different laws.

In the IEP process, a knowledgeable service provider such as a vocational evaluator, a Rehabilitation Technology evaluator, a occupational therapist, or a physical therapist can perform a Rehabilitation Technology evaluation. It's important to think about having an evaluation early in the transition planning process, so those adult service agencies have this information when planning services.

There is a lot of information available on buying, adapting, and using assistive devices. Some devices are high tech. Others are simple items you can find at any store. Often it is best to first look into what is already out there. You might find what the student needs or something that will work well with small changes. Finally, if you cannot find the assistive device the student needs, it probably can be created.

Examples of Rehabilitation Technology and Accommodations that may be available to the student include a range of possibilities. Please refer to list below. Of course, the student's needs depend on his/her abilities and challenges.

Mobility

- Wheelchairs.
- Ramps, paving and curb cuts.
- Barrier-free pathways/halls and handrails.
- Electronic doors.

Grasping

- Lever door knobs.
- Mouth and wrist switches.
- Dycem/scoot guard.
- Velcro, straps, and gripping gloves.

Vision

- Contrasting colors.
- Large print, Braille, audio cassette.
- Sighted guides.
- Electronic reading devices.
- Voice output software.

Hearing

- Telecommunication devices for the deaf (TDD's or TTY's).
- Assistive listening devices (e.g., FM/Loop/Infrared Systems).
- Sign-language interpreters and oral interpreters.
- Computer-Assisted Real-Time Transcribing (CART).
- Captioned video and TV.

Cognition (Learning and Understanding)

- Verbal instruction and demonstration.
- Using pictures in signs and books.
- Computer-aided learning.
- Adapted rules.
- Natural supports (peer mentor, co-worker).

Communication

- Picture symbols.
- Communication boards.
- TDD's.
- Electronic communication devices.



FAMILY INVOLVEMENT

PARENT STRATEGIES for Managing the System become easier to accomplish if they are an informed parent/guardian. A few best practices are included in this section.

KEEPING GOOD RECORDS is most important in helping parents' transition their son/daughter to adulthood as it sometimes involves dealing with bureaucrats. You must be persistent, try all avenues, keep calling, keep records and documentation. Try to enlist a professional in the educational or human services system as an advocate to support your efforts and provide advice.

The importance of a **HOME FILE** is critical in planning for and obtaining resources for work and community living for students. It involves telephoning, writing, and meeting with many organizations and service providers throughout the years. Parents will need many documents, records and other information about their son/daughter as they seek future programs and opportunities. A properly maintained home file will provide accurate, up-to-date documents and information which can be used in decision-making, completing applications/admission forms, or in interviewing. In addition, a home file can provide continuity in their absence and will help other care providers. All young adults need a personal file available for their use. This is particularly important for young adults with disabilities. Suggestions for parents developing a home file include (also see end of this section):

- Keeping copies of all correspondence, records and reports about your son/daughter as well as copies of applications and forms.
- Storing information in a file box.
- Separating information by year and/or type.

The home file should be assembled so that any other person can review it and have all information needed to assist the student in transition or in time of crisis. **Up-to-date information** that is **pertinent to the student** will greatly enhance his/her potential for independence.

In many cases, parents have kept and will continue to keep important records for their son/daughter. It will be extremely helpful to use a checklist to keep track of this information. Completing the **Important Records Checklist** (see end of this section) will help you determine which records may be needed and also keep track of their location. All of this will be helpful, especially at the time of transition. The Important Records Checklist can be kept in the parents' home file. When they go to meetings, encourage parents to take this checklist with them.

Some parents have found it useful to write out a narrative or little story about their child. This can include their son/daughter's history, and therefore, why it is imperative that he/she receives residential and vocational placement upon their graduation from school. Also, parents may wish to write out what they would like for the future of their son/daughter, as well as, convey the family's wishes.

LOGGING of Telephone Conversations/Meetings throughout the student's transitional years, is most important. Dates of meetings, conversations, names of individuals spoken with, and the information received from them is important. **Do not trust your memory.** If there is ever a dispute, the success of a student's transition could depend on exact recall of this information.

A valuable aid is an ongoing log of all contacts and conversations. The **Parent Log of Contacts** form (sample at end of this section) can be of great help in keeping track of important meetings and potential employers, service providers, school personnel, county/state agencies and others. Again, recording information about each contact requires only minutes, and may help avoid trouble and conflict in the future.

Utilizing **SUPPORT GROUPS** has long been a comfort for parents of disabled children and their advocates. These groups fill basic emotional needs, are a network for information sharing, and provide the basis for the development of services.

Interested parents, aware of the need for organized advocacy efforts, have created support groups. These provide opportunities for parent training, friendship, and meaningful relationships. They are one of the best ways to gain information, to learn "how it really is", and to learn how to best use the system. The following organizations can help in locating support groups.

Parent Information Center of Delaware (PIC) ■ ■ ■

700 Barksdale Road, Suite 16
Newark, DE 19711

(302) 366-0152 (New Castle County)

(888) 547-4412 (toll free for Kent and Sussex counties)

www.picofdel.org (Website) • picofdel@picofdel.org (e-mail)

agency provides parent training, information and support group
objective referrals specific to all areas with the field of Special Education.

The National Information Center for Children and Youth with Disabilities ■ ■ ■

P.O. Box 1492

Washington, D.C. 20013-1442

(703) 893-6061

agency assists to identify parent groups that exist nationally and in
objective your state and community.

FINANCIAL & LEGAL MATTERS

Supplemental Security Income (SSI) provides monthly payments to persons who have disabilities and have low income and few resources. The student does not need to have worked to be eligible. They can be any age, single or married.

Many people who could get Supplemental Security Income (SSI) benefits do not apply for them because they don't understand how Supplemental Security Income (SSI) works. Or they might not get a job for fear of losing their benefits - this is **not always** true.

Supplemental Security Income (SSI) is a complex program. The following is some basic information about Supplemental Security Income (SSI). It applies to people with disabilities who are: any age; single; pay rent or pay toward living expenses at home, or who live away from the family home; are either in or out of school. Rules are slightly different for people who are blind; check with the Supplemental Security Income (SSI) office.

Talk to the people at Supplemental Security Income (SSI) to learn about how Supplemental Security Income (SSI) can assist students and again any time his/her work or income changes.

Supplemental Security Income (SSI) can provide income. This can help pay basic living expenses. It can also be very helpful:

- When making the transition from school to work;
- While students are looking for work, training for work or going to college or other adult education school; and
- While working at low-paying or part-time work.

Supplemental Security Income (SSI) and **Medicaid** are combined. If the student qualifies for Supplemental Security Income, he/she also gets Medicaid, which pays for health care needs such as doctors' appointments, therapy, medications and other expenses.

Who can receive Supplemental Security Income (SSI)?

To obtain Supplemental Security Income (SSI), students must meet both disability and financial eligibility:

- **Disability Eligibility** - He/she must have a physical and/or mental impairment that keeps him/her from having "substantial gainful employment" (paid work) and is likely to last more than 12 months or result in death.
- **Financial Eligibility** - Two types of financial assets are looked at when a parent applies:

Income - They must either be not working or earning less than a certain amount. Disability work-related expenses are deducted when figuring this amount.

Resources - The parents savings and other assets must be less than a certain amount. Savings and checking accounts, stocks and bonds and life insurance are some resources that are counted. Their home, personal belongings, and a car or van if needed to travel to work or for medical treatment are not counted. When the student turns 18, parent's income and resources are no longer counted.

FINANCIAL WORK INCENTIVES 1619a may allow the student to earn money and still keep part of his/her Supplemental Security Income (SSI) payments and Medicaid benefits. As parents work for pay, Supplemental Security Income (SSI) payments will gradually be lowered. This will happen in a way that lets them make more money than if they just had Supplemental Security Income (SSI) and didn't work at all.

Supplement Security Income (SSI) **HEALTH WORK INCENTIVE 1619b** refers to part-time and entry level jobs that often do not include medical benefits. Supplement Security Income (SSI) allows the student to keep Medicaid while they work, until he/she makes a certain amount of money—a threshold level that is set by Supplemental Security Income (SSI). To stay eligible for Medicaid, the student must need it to keep working, and he/she must still meet all other Supplemental Security Income (SSI) requirements.

IMPAIRMENT RELATED WORK EXPENSES (IRWE) are services or items that the student can deduct that he/she pays for themselves, and that are directly related to their disability and enables them to work. They may include work-related attendant care services, travel costs, adaptive equipment, certain drugs or medical services, and certain other expenses.

Other **WORK INCENTIVE OPTIONS** Under Social Security:

Plan for Achieving Self-Support (PASS)—the student must have a reasonable work goal and a plan approved by Supplemental Security Income (SSI). The cost of equipment, services, training or education needed to achieve the work goal may be deducted from earnings or other countable income

Property Essential to Self-Support (PESS)—property used by a person for work, such as tools or equipment, is not counted as part of parents assets.

The Student Earned Income Exclusion—young adults under age 22 who are in school may exclude (not count) some of their earnings in the income limit.

SOCIAL SECURITY DISABILITY INSURANCE (SSDI) is a social insurance and hence there are no financial needs test associated with eligibility. To be eligible for SSDI, the student must:

- Have paid in enough years for coverage or be an eligible dependent of a worker who is disabled, retired or deceased.
- Be medically disabled as determined by the disability determination services (or by an appeals process entity).
- Not be working or working but earning less than the substantial gainful

activity level (\$500.00 per month).

- Complete a five full calendar month waiting period.

LEGAL ISSUES can become complex. It is not always easy for families to plan for how their son/daughter's needs will be cared for if they should become very ill or are no longer here, but it is important. If families begin to think about issues such as **estate planning** and **guardianship** during the transition years, then they will feel assured that a plan is in place in case these things need to be decided quickly.

These issues are legal, complex and require a lot of thought and planning. It's important to talk with advocates and lawyers who are experts in these areas.

FINANCIAL and ESTATE PLANNING for students should be started early. This often involves families setting up trust funds, estate planning, and other ways to save money for their son/daughter's future.

However, if parents are not careful, the money and assets they leave to their son/daughter could cause him/her to lose benefits such as Supplemental Security Income (SSI), Medicaid, or subsidized housing.

There are a number of ways to do estate planning, including **trusts** that are designed especially for people with disabilities. Encourage parents to speak with a lawyer who has experience in estate planning for adult children with disabilities.

A few things parents should consider in **DEVELOPING** an **ESTATE PLAN** include:

- How independent is their son/daughter?
- Can their son/daughter earn a living and handle his/her own finances?
- Where does their son/daughter want to live?
- What are their financial resources now (savings, life insurance, trust funds)?
- What do they think their financial resources will be over the next ten years?
- Will their son/daughter need government benefits such as Supplemental Security Income (SSI), subsidized housing, a personal care attendant, or Medicaid? How can they plan their estate to protect those benefits?
- Will a family member be designated to care for their son/daughter?
- Will their son/daughter need a guardian or conservator?

Parents of persons with disabilities must take creative, well-planned measures to ensure financial well being of their son/daughter for the future.

Often, **private financial arrangements** must be made to protect interests of individuals with disabilities. These arrangements require the expertise of financial planners and attorneys who have special knowledge. Parents must look too less traditional planning strategies. They may seek to accomplish one or more planning objectives:

- Provide for personal care and direction of their child.
- Provide for the management of any inherited assets.
- Assure that their son/daughter remains qualified (or able to qualify in the future) for federal, state and local benefits.
- Protect family's assets and their son/daughter's inheritance from state reimbursement claims.

The families' financial planner and attorney must have a thorough understanding of the nature and extent of their son/daughter's disabilities, including the future course. They should determine needed future services/resources, the cost of these and what family assets will be required to meet such costs.

In drafting a plan, it is necessary to **avoid jeopardizing their son/daughter's government benefits**. This requires knowledge of county and state reimbursement statutes and county, state and federal entitlements. Locally, help or referrals for financial planning specialists may be obtain through the **Association for the Rights of Citizens with Mental Retardation (ARC)**.

A second unique financial planning organization is the **Association for Special Kids, Inc., (A.S.K.)** and **New England Financial Services**. They provide assistance with the following services:

- Financial planning
- Guardianship issues
- Wills/trusts
- Survivorship insurance
- Coordination of Government programs

A.S.K. serves Maryland, Delaware, Pennsylvania, Virginia, New York, New Jersey, North Carolina and Washington, D.C. For information or a referral to a representative in the area, call 1-800-832-0467.

Following is a series of frequently asked questions that may be helpful while discussing legal issues with your student's family.

What is guardianship?

Guardianship is the legal power to care for another person and manage his/her affairs. It takes away some of the person's rights (such as making health care decisions or managing money) and gives those rights to someone else.

Parents are not automatically their adult child's guardians. When people become adults (age 18 in Delaware)—including people with mental retardation and other disabilities—they get all the legal rights and responsibilities of any adult.

Only the courts can appoint a guardian. A court makes this decision based on the person's abilities to handle personal decisions, money, property and similar matters. The incapacity (or legal inability) to handle these matters is grounds for a guardianship, not a disability.

How does a family decide if their son/daughter needs a guardian?

Appointing a guardian for someone is a serious matter. Doing this takes away some of the person's rights and independence. It also has the potential for abuse because of the power it gives one person over another.

However, there may be different reasons why the student might need a guardian. Some common reasons are:

- A person needs medical care or other services that a provider will not give unless the person's legal capacity to consent to (agree to) treatment or services are made clear.
- Parents or siblings cannot get important records or provide other help without guardianship, and the person is unable to give consent for the release of health and other records.
- The person cannot manage his/her money or other assets.
Guardianship is sometimes needed to ensure the assets are safe and used for the intended purposes.

There are many different types of guardianship, such as **full guardianship** and **limited guardianship**. There is also **conservatorship**. A conservator may have limited decision-making responsibility; based upon the person's needs and as decided by the court. A person under conservatorship is not considered legally incompetent (unable to make decisions).

Again, it is very important to TALK with an experienced attorney and/or advocate about guardianship and other options BEFORE making legal decisions.



COMMUNITY RESOURCES

ADVOCACY

Association for the Rights of Citizens with Mental Retardation in Delaware (ARC)

1016 Centre Road, Suite 1
Wilmington, DE 19805
(302) 996-9400

services available This statewide advocacy agency for individuals with mental retardation also provides direct services. They include, case advocacy services to assist individuals access available resources; case management services; employment and training; development of housing, in conjunction with the Division of Mental Retardation and the Friend to Friend Program.

eligibility Open

hours 9:00 a.m. – 5:00 p.m., Monday – Friday

New Castle County

1016 Centre Road, Suite 1
Wilmington, DE 19805
(302) 996-9400

Sussex County:

144 East Market Street
Georgetown, DE 19947
(302) 856-6019

Kent County:

Lockerman and Federal Streets
P.O. Box 562
Dover, DE 19903-0562
(302) 736-6140

Independent Resources, Inc.

Two Fox Point Centre
6 Denny Road, Suite 205
Wilmington, DE 19809
(302) 765-0191 (888) 561-2120 (New Castle County)

services available A federally funded, non-profit organization that ensures an individual has the skills and information they need to make informed choices; as well as ensuring their community affords equal opportunity to its resources. A wide variety of services are mandated. They are advocacy, information and referral, peer support/peer counseling, and Independent Living Skills training.

eligibility Open, call for information

hours 8:30 – 4:30 p.m., Monday – Friday

NEW CASTLE COUNTY ADVOCACY GROUPS

ADD Network for Young Adults • (302)234-0208
 Appoquinimink Special Education Support Group • (302)378-4574/653-6375
 Children & Adults with Attention Deficit/Hyperactivity Disorders (CHADD)
 Greater Newark Chapter of CHADD • (302)737-5063
 CHADD Middletown Branch • (302)737-5063
 CHADD Brandywine Valley Chapter • (302)376-0900
 Delaware Chapter of the American Society for Deaf Children • (302)731-4879
 Disabilities Law Program • 302-575-0660
 Easter Seal Society of Del-Mar • (302)324-4444
 Epilepsy Foundation of Delaware • (302)324-4455
 Mancus Foundation/Wilmington Chapter • (302)652-7187
 Muscular Dystrophy Association • 609-770-9232
 National Multiple Sclerosis Society • (302)655-5610
 National Reye's Syndrome Foundation (Delaware Chapter) • (302)478-3624
 Parents of Children/Adolescents with Mental Illness • (302)998-7684
 Parents of Emotionally Disturbed Youth Support Group (PEDY) • (302)737-8522
 Tourette Syndrome Support Group • (302)999-1916/(620)274-2321
 United Cerebral Palsy of DE • (302)764-2400

KENT COUNTY ADVOCACY GROUPS

Brain Injury Association of Delaware • (302)653-9433
 Disabilities Law Program • (302)674-8503/1-800-464-4357
 Easter Seal Society of Del-Mar • (302)678-3353
 Epilepsy Foundation of Delaware • (302)674-7135
 Exceptional Family Member Program, Family Support Center • (302)677-3386
 National Multiple Sclerosis Society • (302)698-0847
 United Cerebral Palsy of DE • (302)335-5626

SUSSEX COUNTY ADVOCACY GROUPS

Brain Injury Association of Delaware • (302)537-5770/1-800-411-0505
 Disabilities Law Program • (302)856-0038
 Easter Seal Society of Del-Mar • (302)856-7364
 Family Forum-Birth to Three Early Intervention • (302)422-1335
 National Multiple Sclerosis Society • (302)645-1844
 United Cerebral Palsy of DE • (302)335-5626

STATEWIDE ADVOCACY GROUPS

Adoptive Families with Information and Support (AFIS) • (302)239-6232
Alliance for the Mentally Ill in Delaware (AMID) • (302)427-0787/1-888-427-2643
Aspergers Network of Delaware (AND) • (302)822-3327
Autism Society of Delaware • (302)777-7273/366-0152
Center for Disabilities Studies • (302)831-6974
Client Assistance Program (CAP) • (302)698-9336/1-800-640-9336
Council for Exceptional Children (CEC), Delaware Federation • (302)684-8516
Delaware Assistive Technology Initiative • (302)651-6790/1-800-870-3284
Delaware Association for the Blind • (302)655-2111
Delaware Association of Rehabilitation Facilities (DELARF) • (302)378-7460
Developmental Disabilities Council • (302)739-3333
Down Syndrome Association of Delaware • (302)239-2860/996-9400
Educational Surrogate Parent Program • (302)577-3545
Governor's Advisory Council for Exceptional Citizens • (302)739-4553
Governors Council on Deaf Equality • (302)739-3673
Leukemia Society of America • (302)661-7300
Parent Information Center of Delaware, Inc. • (302)366-0152
Prader-Willi Syndrome Delaware Association • (302)836-6213/791-0102
Reading Assist Institute • (302)764-1010
Spina Bifida Association of Delaware • (302)478-4805
State Council for Persons with Disabilities • (302)739-3613

ALCOHOLISM/DRUG ABUSE

DHSS Campus

1901 North DuPont Highway
New Castle, DE 19720
(302) 421-6101

services available Inpatient; residential and outpatient mental health services are provided for adults 18 and older. Services include prevention, crisis intervention, diagnosis, treatment and rehabilitation.

eligibility Open

hours Call for information

ASSISTIVE TECHNOLOGY

Architectural Accessibility Board

Department of Administrative Services
P.O. Box 1401, O'Neill Building
Dover, DE 19903
(302) 739-5644

services available Assures that state funded facilities are accessible to persons with disabilities.

eligibility Open

hours 8:00 a.m. – 4:30 p.m., Monday-Friday

Delaware Assistive Technology Initiative (DATI) ■ ■ ■ ■

Applied Science & Engineering Laboratories
University of Delaware/A.I. DuPont Institute
1600 Rockland Road, Room 154, P.O. Box 269
Wilmington, DE 19899-0269
(302)651-6794

New Castle County

Delaware Assistive Technology Resource Center
61 Corporate Circle
Corporate Commons
New Castle, DE 19720 • (302)328-2872

Kent County

Kent County Community School
65 Carver Road
Dover, DE 19904-2716 • (302)739-6885

Sussex County

Delaware Technical Community College
Route 18, P.O. Box 610
Arts and Science Building, Room 320
Georgetown, DE 19947 • (302)856-7946

BASIC NEEDS

Delaware Helpline ■ ■ ■ ■

The Linden Building, Third Floor
625 Orange Street
Wilmington, DE 19801
(800) 464-4357

services available Offers comprehensive information about government, community services and referrals to over 2500 government agencies, community organizations and health and human service programs.

eligibility Anyone in need of information or assistance in locating/obtaining services.

hours 8:00 a.m. – 5:00 p.m., Monday – Friday

Division of State Service Centers, (DSSC, DHSS) ■ ■ ■ ■

1901 North DuPont Highway
New Castle, DE 19720
(302) 577-4961

services available Administers multi-service facilities in which various State and private agencies are co-located, with the goal of providing one-stop centers for meeting human services needs. In addition, the following programs are offered by the Division: Delaware Helpline (1-800-464-4357); Nemours Pharmaceutical Assistance Program; Child Car Seat Loan Program; Community Resource and Assistance Services; Dental and Medical Transportation; Emergency Assistance Services; Family Visitation Centers; Office of Community Services, including Weatherization, Fuel Assistance, Emergency and Transitional Housing, Community Services Block Grant, and AmeriCorps; the State Office of Volunteerism, including Foster Grandparent Program, Retired and Senior Volunteer Program (RSVP), Volunteer Link, Volunteer Services. Publishes the Directory of Human Services.

eligibility Open

hours 7:30 a.m. – 5:00 p.m., Monday – Friday
(may vary by program site, evening hours vary by location)

New Castle County Locations

Appoquinimink State Service Center
120 Silver Lake Road
Middletown, DE 19709
(302) 378-5770

Belvedere State Service Center
310 Kiamensi Road
Wilmington, DE 19804
(302) 995-8545

Claymont State Service Center
3301 Green Street
Claymont, DE 19703
(302) 798-2870

DeLaWarr State Service Center
500 Rogers Road
New Castle, DE 19720
(302) 577-2970

Floyd I. Hudson State Service Center
501 Ogletown Road
Newark, DE 19711
(302) 368-6700

Northeast State Service Center
1624 Jessup Street
Wilmington, DE 19802
(302) 577-3150

Winder Laird Porter State Service Center
509 West 8th Street
Wilmington, DE 19801
(302) 577-3400

Kent County Locations

James W. Williams State Service Center
805 River Road
Dover, DE 19901
(302) 739-5301

Milford State Service Center
11 Church Avenue
Milford, DE 19963
(302) 422-1300, Annex (302) 422-1560

Sussex County Locations

Anna C. Chipley State Service Center
350 Virginia Avenue
Seaford, DE 19973
(302) 628-2000

Bridgeville State Service Center
Cannon Street
Bridgeville, DE 19933
(302) 337-8261

Edward W. Pyle State Service Center
Omar-Roxana Road
Frankford, DE 19945
(302) 732-9501

Laurel State Service Center
Mechanic Street
Laurel, DE 19956
(302) 856-5223

Georgetown State Service Center
546 South Bedford Street
Georgetown, DE 19947
(302) 856-5574

Division of Public Health, (DPH, DHSS)

Jesse Cooper Building
P.O. Box 637
Federal and Water Streets
Dover, DE 19903
(302) 739-4701

services available Administers the following programs and services. Community-based health services include: HIV antibody counseling and testing, maternity, family planning, TB, child health, sexually transmitted diseases, WIC, and adolescent health.

Environment health services: food protection, institutional sanitation, sanitary engineering, radiation control, health facilities licensing and certification, narcotics and dangerous drugs. Long term care facilities: Governor Bacon Health Center, Delaware Hospital for the Chronically Ill, Emily P. Bissell Hospital for intermediate and skilled long term care. Other programs include health promotion and disease prevention; health education; disease surveillance; epidemiology; public health laboratory; emergency medical services and paramedics; Vital Statistics.

eligibility Varies by program

hours 7:30 a.m. – 4:30 p.m., Monday – Friday
(may vary by program site, evening hours vary by location)

New Castle County Locations

Belvedere State Service Center
310 Kiamensi Road
Wilmington, DE 19804
(302) 995-8545

DeLaWarr State Service Center
500 Rogers Road
New Castle, DE 19720
(302) 577-2973

Hudson State Service Center
501 Ogletown Road
Newark, DE 197911
(302) 368-6840

Middletown Health Unit
214 North Broad Street
Middletown, DE 19709
(302) 378-9596

Northeast State Service Center
1624 Jessup Street
Wilmington, DE 19802
(302) 577-3536

Porter State Service Center
511 West 8th Street
Wilmington, DE 19801
(302) 577-3515

Kent County Locations

Williams State Service Center
805 River Road
Dover, DE 19901
(302) 739-5301

Sussex County Locations

Bridgeville State Service Center
North Cannon and Mill Streets
Bridgeville, DE 19933
(302) 628-2006

Georgetown State Service Center
544 South Bedford Street
Georgetown, DE 19947
(302) 856-5246

Laurel State Service Center
111 Mechanic Street
Laurel, DE 19956
(302) 628-2006

Lewes Health Unit
1632 Savannah Road
Lewes, DE 19958
(302) 422-1338

Milford State Service Center
11-13 North Church Avenue
Milford, DE 19963
(302) 422-1327

Pyle State Service Center
Omar-Roxana Road
Frankford, DE 19945
(302) 856-5246

Shipley State Service Center
350 Virginia Avenue
Seaford, DE 19973
(302) 628-2006

Division of Mental Retardation (DMR) ■ ■ ■ ■

DHSS Campus
Biggs Building
1901 North DuPont Highway
New Castle, DE 19720
(302) 577-4940

services available Provides a variety of early intervention, respite, rehabilitative, vocational, residential, and support programs to children and adults with mental retardation/developmental disabilities.

eligibility Delaware residents with mental retardation/developmental disabilities.

hours 8:00 a.m. – 4:30 p.m., Monday – Friday

New Castle County:

DHSS Campus
Biggs Building
1901 North DuPont Highway
New Castle, DE 19720
(302) 577-4940

Sussex County:

McMullen Building
Route 1, Box 1000
Georgetown, DE 19947
(302) 934-8031

Kent County:

Jesse Cooper Building
Federal Street
P.O. Box 637
Dover, DE 19903
(302) 739-3203

Stockley Center
Route 1, Box 1000
Georgetown, DE 19947
(302) 934-8031

Division for the Visually Impaired (DVI) ■ ■ ■ ■

Herman M. Holloway, Jr. Campus
1901 North DuPont Highway
Biggs Building
New Castle, DE 19720
(302) 577-4730

services available Provides a variety of educational, vocational and support services as well as employment programs for the visually impaired. All programs are designed to facilitate lifelong independence and are available from birth – old age.

eligibility Varies by program. Provision of some services is based on financial needs test.

hours 8:00 a.m. – 4:30 p.m., Monday – Friday

Division of Social Services, (DHSS)

Herman Holloway, Sr., Campus, Lewis Building
1901 North DuPont Highway
New Castle, DE 19720
(302) 577- 4900

services available Major programs include: A Better Chance (ABC – replaces AFDC); Food Stamps; General Assistance; Employment and Training; Purchase of Day Care; Medicaid Services – Diamond State Health Plan (DSHP) Managed Care, Long-Term Care; Chronic Renal.

eligibility Varies by program

hours 8:00 a.m. – 4:30 p.m., Monday – Friday
(evening hours may vary by location)

New Castle County Locations

New Castle County Medical Assistance Unit Lewis Building 1901 North DuPont Highway New Castle, DE 19720 (302) 577-4448	1715 West 4th Street Wilmington, DE 19805 (302) 577-3600
Northeast State Service Center 1624 Jessup Street Wilmington, DE 19802 (302) 577-3101	16th and Thatcher Streets Wilmington, DE 19805 (302) 577-3170/3871
DeLaWarr State Service Center 500 Rogers Road New Castle, DE 19720 (302) 577-3813	Robscott Building 153 East Chestnut Hill Road Newark, DE 19713 (302) 368-6610
Hudson State Service Center 501 Ogletown Road Newark, DE 19711 (302) 368-6770/6750	Claymont Community Center 3301 Green Street Claymont, DE 19703
Porter State Service Center 509 West 8th Street Wilmington, DE 19801 (302) 577-3504/3725	Appoquinimink State Service Center 122 Silver Lake Road Middletown, DE 19709 (302) 378-5781

Kent County Locations

Williams State Service Center
805 River Road
Dover, DE 19901
(302) 739-3351

Carroll's Plaza
1114 South DuPont Highway
Dover, DE 19901
(302) 739-4437

Milford State Service Center
11-13 Church Avenue
Milford, DE 19963
(302) 422-1416

Milford Annex
13 South Front Street
Milford, DE 19963
(302) 422-1555

Sussex County Locations

Georgetown State Service Center
546 South Bedford Street
Georgetown, DE 19956
(302) 856-5340

Bridgeville State Service Center
Cannon Street
Bridgeville, DE 19933
(302) 337-8261

Laurel State Service Center
111 Mechanic Street
Laurel, DE 19956
(302) 875-2289

Pyle State Service Center
Omar-Roxana Road
Frankford, DE 19945
(302) 732-9501

CHILDCARE

Family & Workplace Connection

3511 Silverside Road, Suite 100
Wilson Building
Wilmington, DE 19810

(302) 479-1679 (business) (302) 479-1660 or
1-800-660-6602 (24 hr system for parents to call)

services available

Provides services that help people balance work and family.
Provides education and referral to parents seeking legally
operating childcare facilities and supports childcare providers.

eligibility

Open

hours 9:00 a.m. – 3:00 p.m., Monday – Friday

The Murphey School
14 Kings Highway East
Dover, DE 19901
(302) 672-0510 or 1-800-660-6602

New Castle County
3511 Silverside Road
100 Wilson Building
Wilmington, DE 19810
(302) 479-1660/1679

COMMUNITY LIVING

Delaware State Housing Authority ■ ■ ■

Carvel State Office Building
820 French Street
Wilmington, DE 19801
(302) 577-3720

services available Provides quality, affordable housing opportunities to Delaware's low and moderate-income families and individuals.

eligibility Individuals with low and moderate income, inclusive of families and elderly persons. Income limits vary by program and county.

hours 8:00 a.m. – 4:30 p.m., Monday – Friday

New Castle County:

Carvel State Office Building
820 French Street
Wilmington, DE 19801
(302) 577-3720

Kent County:

Central Office
18 The Green
Dover, DE 19901
(302) 739-4263

Social Security Administration ■ ■ ■

92 Reads Way, Suite 200
New Castle Corporate Commons
New Castle, DE 19720
1-800-772-1213

services available Provides income maintenance, health insurance, and Medicare coverage for those insured under social security; monthly benefits to retired and disabled workers and dependents; benefits for non-retired workers ages 70 and over; supplemental security income (SSI) for ages 65 and over, blind, and disabled, with limited income and resources; and Medicaid determination for aged and disabled on SSI.

eligibility Varies by program

hours 9:00 a.m. – 4:30 p.m., Monday – Friday

New Castle County:

92 Reads Way, Suite 200
New Castle Corporate Commons
New Castle, DE 19720
1-800-772-1213

Kent County:

300 South New Street
Dover, DE 19903
1-800-772-1213

Sussex County:

600 North DuPont Highway, Suite 202
Georgetown, DE 19947
1-800-772-1213

Delaware Identification Card

Division of Motor Vehicles Wilmington
Eighth Street and Bancroft Parkway
P.O. Box 2551
Wilmington, DE 19805
(302) 577-2580

services available

To obtain a Delaware Identification card, all applicants must bring a social security card plus one other form of identification, such as an original or certified birth certificate, alien registration card certified by the school, military discharge papers, employers pay check, valid passport, or naturalization papers. Also, applicants must provide two proof of residence documents, such as a utility bill with name and address, bank account records, credit card statements, W-2 or filed tax forms or voter registration card. If the proof of residence is in the parent's name, the parent or guardian should accompany the individual and bring his or her own ID or license along with the proof of residence documents.

eligibility Open

hours 8:00 a.m. – 4:30 p.m. – Monday-Tuesday-Thursday-Friday
12:00 noon – 8:00 p.m. – Wednesday

New Castle

Airport Road and Churchman's Road
New Castle, DE 19720
(302) 577-2580

Dover

Route 113 – Bay Road
P.O. Box 698
Dover, DE 19903
(302) 739-2500

Georgetown

Route 113 and South Bedford Street,
Extended
P.O. Box 389
Georgetown, DE 19947
(302) 856-2500

Food Stamp Program (DSS, DHSS) ■ ■ ■

P.O. Box 906
New Castle, DE 19720
(302) 577-4880

services available

Helps low-income households buy the food they need for good health. Eligible households receive food stamp coupons to use the same as cash for most food items at participating stores. For most households, food stamps are used in addition to their own cash to buy enough food for a month. Amount of food stamp coupons households receive is based on number of persons in the family and net monthly income after certain deductions including shelter and/or medical expenses.

eligibility

Gross income limits: 130% of poverty level; net income limits: 100% of poverty level. Resource limits: \$3,000 for households with members ages 60 and over, \$2,000 for all others. Clients must register for work unless they are exempt.

hours

8:00 a.m. – 4:30 p.m., Monday – Friday
8:00 a.m. – 8:00 p.m., Wednesday at the Hudson and Williams State Service Centers only

New Castle County Locations

1715 West 4th Street, 2nd Floor
Wilmington, DE 19805
(302) 577-3600

908 East 16th Street
Wilmington, DE 19802
(302) 577-3170

Appoquinimink State Service Center
122 Silver Lake Road
Middletown, DE 19709
(302) 378-5781

Claymont State Service Center
3301 Green Street
Claymont, DE 19703
(302) 798-4093

DeLaWarr State Service Center
500 Rogers Road
New Castle, DE 19720
(302) 577-3814

Hudson State Service Center
501 Ogletown Road
Newark, DE 19711
(302) 368-6770

Northeast State Service Center
1624 Jessup Street
Wilmington, DE 19802
(302) 577-3101

Porter State Service Center
509 West 8th Street
Wilmington, DE 19801

Kent County Locations

Carroll's Plaza
1114 South DuPont Highway
Dover, DE 19901
(302) 739-4437

Milford State Service Center
13 South West Front Street, Ste 105
Milford, DE 19963
(302) 422-1555

Williams State Service Center
805 River Road
Dover, DE 19901
(302) 739-3351

Sussex County Locations

Bridgeville State Service Center
400 Mill Street
Bridgeville, DE 19933
(302) 856-5350

Georgetown State Service Center
546 South Bedford Street
Georgetown, DE 19947
(302) 856-5450

Laurel State Service Center
111 Mechanic Street
Laurel, DE 19956
(302) 856-5223

Pyle State Service Center
Omar-Roxana Road
Frankford, DE 19945
(302) 732-9501

Horizon House/Delaware, Inc.



2002 Rodman Road
Wilmington, DE 19805
(302)655-7108

Independent Living, Inc.



1800 North Broom Street
Wilmington, DE 19802
(302) 429-6693

services available

Non-profit rehabilitation network designed to maximize the independence of adolescents and adults with disabilities. Provides responsibility managed housing, service coordination, independent living skills training, medical, and vocational services, family support and advocacy for improvements in public policy.

eligibility

Individuals age 18 and over with diagnosed disabilities.

hours

8:30 a.m. – 4:30 p.m., Monday – Friday

Social Security Cards

Social Security Administration
92 Reads Way, Suite 200
New Castle Corp. Commons
New Castle, DE 19701
1-800-772-1213

services available Issues Social Security cards, provides income maintenance, health insurance, and Medicare Coverage for those insured under Social Security; monthly benefits to retired and disabled workers and dependents; benefits for non-retired workers ages 70 and over; Supplementary Security Income (SSI) for ages 65 and over, blind and disabled, with limited income and resources; Medicaid determination for aged and disabled on SSI.

eligibility Varies by program

hours 9:00 a.m. – 4:30 p.m., Monday – Friday

New Castle County:

92 Reads Way, Suite 200
New Castle Corp. Commons
New Castle, DE 197201
1-800-772-1213

Sussex County:

600 North DuPont Highway, Suite 202
Georgetown, DE 19947
1-800-772-1213

Kent County:

300 South New Street
Dover, DE 19903
1-800-772-1213

Medic Alert

2323 Colorado Avenue
Turlock, CA 95382
1-800-432-5378

services available Provides protection and peace of mind for a medical emergency. Medic Alert™ logo is recognized by emergency responders around the world. When they see that emblem engraved with your personal ID number and essential medical condition, they call Medic Alert 24-Hour Emergency Response Center. Vital medical facts that help you receive the fast, accurate treatment that could save your life is transmitted. Medic Alert is for everyone who understands the need for fast, accurate information in an emergency.

eligibility Open – must become a member

hours 24 Hours

DENTAL SERVICES

Dental Health Center ■ ■ ■ Delaware Technical and Community College

(Formerly Dental Services, Delaware Technical and Community College)
2nd and Shipley Streets
Wilmington, DE 19801
(302) 571-5364

services available Full dental services include: full and partial dentures, crowns, fillings, repairs, polishing, oral exams and x-rays. Preventive dentistry available to the general public with no eligibility requirements. Includes oral exam, x-rays, cleaning, fluoride treatment and sealants.

eligibility For full dental service – ages 60 and over. Annual income not exceed \$12,500 if single, \$15,000 if married. Also program for limited income individuals. Fee program based on income.

hours 8:30 a.m. – 4:30 p.m., Monday-Thursday

HEALTH CARE FOR CHILDREN

Child Development Watch Program ■ ■ ■

Wilmington Hospital
501 West 14th Street
Wilmington, DE 19899
(302) 428-6200

services available Follow-up program for high-risk infants and toddlers, birth to age 3 years. Comprehensive developmental assessments are provided by a multidisciplinary team for high-risk NICU graduates and other infants and toddlers for whom there are developmental concerns. The assessments are part of the eligibility process for Child Development Watch and early intervention services.

eligibility Children birth to age 3 years

hours 8:00 a.m. – 4:30 p.m., Monday-Friday

Family Voices

P.O. Box 769
Algodones, NM 87001
(505) 867-2368

services available A national grassroots network of families and friends speaking on behalf of children with special health care needs. Helps to ensure a voice for children with special health care needs in an ever changing health care system by gathering and providing information about issues affecting children with special health care needs; advocating at the state level for the rights of these children; participating in meetings regarding Medicaid managed care issues as they relate to service delivery, quality and appropriateness; and encouraging parent and community participation.

eligibility Open

hours 8:00 a.m. – 4:00 p.m.

Kent and Sussex Counties

35 West Fairfield Drive
Dover, DE 19901
(302) 697-1976

New Castle County

461 Granger Drive
Bear, DE 19701
(302) 832-0298

EMPLOYMENT AND TRAINING

(refer to the Employment & Training Resource Manual)

FINANCIAL & LEGAL ISSUES

Client Assistance Program

254 Camden-Wyoming Avenue
Camden, DE 19934
(302) 698-9336

services available Serves clients in the State Division of Vocational Rehabilitation, the Division for the Visually Impaired, and other vocational rehabilitation programs regardless of the type of disability.

eligibility Persons with handicapping conditions

hours 8:30 a.m. – 4:30 p.m., Monday-Friday

Community Legal Aid Society, Inc. ■ ■ ■ ■

913 Washington Street
Wilmington, DE 19801
(302) 575-0660

services available Civil legal services for low income, disabled, elderly, and the mentally ill. Civil (non-criminal) cases handled include: family, housing, and public benefits (social security, ADFC, Food Stamps, and Medicaid). In addition, the Disabilities Law Program (DLP) serves the special needs of these individuals. Types of legal services include advice, individual representation, and community legal education.

eligibility Low income, disabled, elderly and/or mentally ill

hours 9:00 a.m. – 5:00 p.m., Monday-Friday

840 Walker Road
Dover, DE
(302) 674-8500

144 East Market Street
Georgetown, DE 19947
(302) 856-0038

MEDICAL SERVICES

Christiana Care Health System

Administrative Offices
501 West 14th Street
Wilmington, DE 19801
(302) 733-1000

services available

Provides health care and medical and surgical treatment (inpatient short term, outpatient emergency and non-emergency). Provides adolescent services, audiology and speech center, dental and oral surgery, emergency services, home health care, ophthalmology services, outpatient clinics, psychiatric care, family practice office, mothers milk bank, radiation therapy, parent education, preparation for childbirth classes, family therapy, rehabilitation services. Adolescent Center —psychiatric day treatment program offering all the diagnostic and therapeutic components of an inpatient psychiatric hospital. Multidisciplinary team approach used in a positive peer setting. Clinics: All clinics are at Wilmington Hospital including dental and oral surgery, adolescent, allergy, cardiology, cystic fibrosis, pediatrics specialties, adult medical specialists, surgical specialties, arthritis, digestive diseases, eye, and podiatry. Full laboratory and x-ray services including mammography; nuclear imaging, genetic counseling. Emergency medical services and emergency psychiatric services at Wilmington and Christiana Hospitals.

eligibility

Open to those in need of medical services

hours

24 hours

Hospitals:

Wilmington Hospital
501 West 14th Street
Wilmington, DE 19801

Christiana Hospital
4755 Oglethorpe-Stanton Road
Newark, DE 19718

Eugene du Pont Memorial Hospital
3506 Kennett Pike
Wilmington, DE 19807

Riverside Health Care Center
700 Lea Boulevard
Wilmington, DE 19802

Riverside Extended Care Pavilion
700 Lea Boulevard
Wilmington, DE 19802

Family Practice Centers:

Family Practice Office
1401 Washington Street
P.O. Box 785
Wilmington, DE 19899
(302) 428-2925

Family Medicine Center at Foulk Road
1401 Foulk Road
Wilmington, DE 19803
(302) 477-3300

Claymont Center
2401 Philadelphia Pike
Claymont, DE 19703
(302) 798-1303

Hockessin Center
Suite 20
720 Yorklyn Road
Hockessin, DE 19707
(302) 234-5770

Middletown Center
200 Cleaver Farm Road, Ste. 300
Middletown, DE 19709
(302) 378-0400

Chadds Ford Center
101 Pond's Edge Drive
Suite 200, Franklin Building
Chadds Ford, PA 19317
(610) 388-9300

New Castle Center
239 Christiana Road
New Castle, DE 19720
(302) 322-0860

Limestone Center
1941 Limestone Road, Suite 218
Limestone Medical Center
Wilmington, DE 19808
(302) 633-6410

Woodlawn Center
1711 Woodlawn Avenue, Suite 2
Wilmington, DE 19806
(302) 656-2069

Adolescent Center:
827 Washington Street
Wilmington, DE 19801

Newark Emergency Center, Inc. ■ ■ ■ ■

324 East Main Street
Newark, DE 19711
(302) 738-4300

services available Provides outpatient emergency medical and surgical services and Industrial Health program.

eligibility Open

hours 24 hours

Kent General Hospital/Bayhealth Medical Center, Inc. ■ ■ ■ ■

640 South State Street
Dover, DE 19901
(302) 674-4700

services available Inpatient short term care. Outpatient emergencies. Elective outpatient surgery and other services.

eligibility Open to those in need of medical services.

hours 24 hours

Beebe Medical Center

424 Savannah Road
Lewes, DE 19958
(302) 645-3300

services available

A fully-accredited health care facility providing medical and surgical treatment; obstetrical and pediatric care; short-term inpatient care; outpatient treatment center; complete non-invasive cardiac care; critical care unit; same day surgery center; full lab and diagnostic radiology facilities, psychiatric services, eye bank program; home health agency; adult day care center; 80 physicians covering 30 medical specialties; physician referral program; patient education; "Fas-test" patient pre-registration and school of nursing.

eligibility Open to those in need of medical care

hours 24 hours

Millville Emergency Center
Of Beebe Medical Center
Route 26
Millville, DE 19930
(302) 539-8450

Millville Health Center
Route 26
Millville, DE 19967
(302) 539-8880

Millsboro Health Center
232 Mitchell Street
Millsboro, DE 19966
(302) 934-0611

Rehoboth Health Center
Highway One
Rehoboth, DE 19971
(302) 227-8115

Georgetown Health Center
Route 113
Georgetown, DE 19947
(302) 856-3596

Milton Health Center
Route 5
Milton, DE 19968
(302) 684-8545

Lewes Pediatric Center
Savannah Road
Lewes Professional Building
Lewes, DE 19958
(302) 644-2860

Gull House
Bay Mart Shopping Center
23 Terrace Road
Rehoboth, DE 19971
(302) 226-2160

Chancellor Care Center of Delmar

101 East Delaware Avenue
Delmar, DE 19940
(302) 846-3077

services available

Provides medical treatment, inpatient care, long-term care, therapeutic diets, and recreational activities.

eligibility Open free of communicable disease

hours 24 hours

Milford Memorial Hospital



Bayhealth Medical Center, Inc.
Clarke Avenue, Box 199
Milford, DE 19963
(302) 422-3311

services available Not-for-profit 163 bed community hospital providing comprehensive medical, surgical, obstetric, pediatric, in-patient rehab, emergency and diagnostic services on inpatient and outpatient basis. Services include: ambulatory surgery, audiology, cardiopulmonary services, chemotherapy, dietetics, discharge planning, emergency care, home health care, laboratory, occupational health, physical therapy, radiology, and medical/surgical/obstetric care.

eligibility Open
hours 24 hours

Nanticoke Memorial Hospital, Inc.



801 Middleford Road
Seaford, DE 19973
(302) 629-6611

services available Provides medical treatment, outpatient emergency care, in-patient care, physical therapy and orthopedic care. Adult psychiatric and chemical dependency treatment is offered on an in-patient basis. Behavioral Health Unit: provides in-patient adult psychiatric and chemical dependency treatment; detoxification services; partial hospitalization program for psychiatric and chemical dependency treatment.

eligibility Open
hours 24 hours

Hentrietta Johnson Medical Center

601 New Castle Avenue
Wilmington, DE 19801
(302) 655-6190

services available

This is a full service family health care facility. In addition to family medicine, services include: on site lab, prescription service, Teen Pregnancy Prevention program, Adolescent Health Education Program, WIC, HIV counseling, education, treatment & testing, OB/BYN care, social services program, vision & hearing screening, hypertension & diabetes screening, prenatal care, radiology services & podiatry for foot care.

eligibility Open, appointment preferred

hours 9:00 a.m. – 5:00 p.m., Monday, Thursday, Friday
9:00 a.m. – 7:00 p.m., Tuesday, Wednesday
9:00 a.m. – 1:00 p.m., Saturday (1st & 3rd only)

Medical Center of Delaware

Administrative Offices
501 West 14th Street
P.O. Box 1668
Wilmington, DE 19899
(302) 733-1000

services available

Major provider of health care services in New Castle County. Included in the organization are two general acute care hospitals (Christiana Hospital and Wilmington Hospital) as well as other health care enterprises.

Department of Pediatrics

Christiana Hospital (Inpatient Services)
4755 Ogletown-Stanton Road
Newark, DE 19718
(302) 733-4200

Wilmington Hospital (Outpatient Services)
501 West 14th Street
Wilmington, DE 19899
(302) 428-4173

eligibility Offers extensive pediatric medical services with ancillary support services as needed. Participating in all Medicaid managed care plans. Children birth to 21 years

hours 24 hours (inpatient)
7:30 a.m. – 4:00 p.m. (outpatient)

Department of Genetics

Christiana Hospital
4755 Ogletown-Stanton Road
P.O. Box 6001
Newark, DE 19718
(302) 733-4200

services available Prenatal and infant comprehensive clinical genetics evaluations with recommendations for and assistance in follow-up.

eligibility Pregnant women or infants

hours 8:30 a.m. – 5:00 p.m., Monday-Friday

Adult Health Screening (DPH, DHSS) 

Division of Public Health
Williams State Service Center
805 River Road
Dover, DE 19901
(302) 739-5305

services available Health Screening Services are provided by a public health clinic on an appointment basis to uninsured adults. Services include height and weight measurements, blood pressure and pulse check, urine and stool testing, heart and lung auscultation, PAP smear, breast examination, and blood testing which includes serum glucose and cholesterol levels.

eligibility Uninsured adults

hours Vary by location

Kent County:

Williams State Service Center
805 River Road
Dover, DE 19901
(302) 739-5305

Shipley State Service Center
Seaford Public Health Clinic
350 Virginia Avenue
Seaford, DE 19973
(302) 628-2006 ext. 293

Sussex County:

Georgetown State Service Center
546 South Bedford Street
Georgetown, DE 19947
(302) 856-5246

MENTAL HEALTH RESOURCES

Delaware Psychiatric Center

(formerly Delaware State Hospital)
1901 North DuPont Highway
New Castle, DE 19720
(302) 577-4000

services available

Outpatient Programs (provides evaluation and intake for all mental health services except for inpatient services provided by Delaware Psychiatric Center).

eligibility Open

hours Vary by location, please call for information

New Castle County

(through New Castle County Community Mental Health Center)

Fernhook Mental Health Center
14 Central Avenue
New Castle, DE 19720
(302) 577-4240

Northeast Mental Health Center
1624 Jessup Street
Wilmington, DE 19802
(302) 577-3819

Newark Mental Health Center
Hudson State Service Center
501 Ogletown Road
Newark, DE 19711
(302) 368-6830

Director's Office
14 Central Avenue
Wilmington, DE 19801
(302) 577-4240

Wilmington Mental Health Center
809 Washington Street
Wilmington, DE 19801
(302) 577-6490

Kent County

(through Kent/Sussex County Community Mental Health Center)

James Williams State Service Center
805 River Road
Dover, DE 19901
(302) 739-4170

Director's Office
117 Causey Avenue
Milford, DE 19963
(302) 422-1395

Sussex County

Georgetown State Service Center
546 South Bedford Street
Georgetown, DE 19947
(302) 856-5490

Director's Office
117 Causey Avenue
Milford, DE 19963
(302) 422-1395

Mental Health Association in Delaware ■ ■ ■ ■

1813 North Franklin Street
Wilmington, DE 19802
(302) 656-8308 Kent/Sussex Counties: 1-800-287-6423

services available Provides support, education and advocacy services which include: information and referral for persons with questions and concerns pertaining to mental health problems or services. Support groups: weekly groups available for people with depression and anxiety disorders, survivors of suicide. Advocacy: participation in legislative, administrative and budgetary actions which affect mental health service provision across the State. Community Education provided for public and special interest groups. Literature and Brochures available on a variety of mental health subjects.

eligibility Open
hours 8:30 a.m. – 4:00 p.m., Monday-Friday

New Castle Community Mental Health Center (DADAMH, DHSS) ■ ■ ■ ■

Regional Director's Office
14 Central Avenue
New Castle, DE 19720
(302) 577-4240
Crisis Intervention – 24 hours (302) 577-2484 1-800-652-2929

services available Core services include outpatient therapy, telephone and mobile crisis intervention, community support services, consultation and education.

eligibility Vary by location, call for information
hours Ages 18 and over

Office for Emergency Walk-Ins	214 North Broad Street
801 West Street	Middletown, DE 19709
Wilmington, DE 19801	(302) 378-9596

Other Health Service Sites	809 Washington Street
Fernhook	Wilmington, DE 19801
14 Central Avenue	(302) 577-6490
New Castle, DE 19710	Northeast State Service Center
(302) 577-4240	1624 Jessup Street
Hudson State Service Center	Wilmington, DE 19802
501 Ogletown Road	(302) 577-3819
Newark, DE 19711	
(302) 368-6830	

Kent/Sussex Community Mental Health Center

Administrative Office
117 Causey Avenue
Milford, DE 19963

(302) 422-1395 Mobile Crisis Unit: 1-800-345-6785

services available Mental health evaluation and treatment, intensive case management, consultation and education. The Emergency Services/Mobile Crisis Unit provides 24-hour/7-day a week mental health crisis intervention. No appointment necessary.

eligibility Open

hours open until 8:00 p.m., Wednesday
Mobile Crisis Unit – 24-hours, 7 days a week

Outpatient Clinical Services

James Williams State Service Center
805 River Road
Dover, DE 19901
(302) 739-4275

Georgetown State Service Center
546 Bedford Street
Georgetown, DE 19947
(302) 856-5490

Emergency Services

Mobile Crisis Unit (1-800-345-6785)
8:00 a.m. – 4:30 p.m., Monday-Friday

OCCUPATIONAL PHYSICAL THERAPY

Department of Speech and Hearing

Christiana Hospital
4755 Ogletown-Stanton Road
P.O. Box 6001
Newark, DE 19718
(302) 733-1010

Wilmington Hospital
501 West 14th Street
P.O. Box 1668
Wilmington, DE 19899
(302) 428-2286

services available Provides a full range of audiology and speech-language pathology services for both inpatients and outpatients. Includes audiologic exams, high-risk infant hearing screening, hearing aid testing and dispensing and otologic exams, as well as speech and language evaluations and treatment.

eligibility Children birth to age 21 with a referral from a physician

hours 8:00 a.m. – 4:30 p.m., Monday-Friday

Department of Occupational Therapy

Christiana Hospital
4755 Ogletown-Stanton Road
P.O. Box 6001
Newark, DE 19718
(302) 733-1026

services available Provides a full range of occupational therapy services for both inpatients and outpatients, with a specialty in developmental care and follow-up for NICU graduates.

eligibility Children birth to age 21 years with a physician referral

hours 8:00 a.m. – 5:00 p.m., Monday-Friday

POSTSECONDARY EDUCATION

Please refer to the **PostSecondary Education & Training Manual**

PREGNANCY

Family Planning Services (DPH, DHSS)

Maternal and Child Health
 Women's Health and Family Planning Services
 Jesse Cooper Building
 Federal and Waters Streets
 Dover, DE 19901
 (302) 739-3111

services available Birth control methods and supplies; education and counseling; free pregnancy tests; problem pregnancy counseling; PAP tests and pelvic exams; breast exams and instruction; STD testing; lab diagnostic testing; medical, social service and nutrition referrals; educational programs for community, schools, and professionals (human sexuality, responsible decision-making, reproductive health).

eligibility Female for direct services; partners for counseling and supplies

hours 8:00 a.m. – 4:30 p.m., Monday – Friday

New Castle County:

215 North Broad Street
 Middletown, DE 19709
 (302) 378-9596

1632 Savannah Road
 Lewes, DE 19938
 (302) 645-5825

Kent County:

Williams State Service Center
 805 River Road
 Dover, DE 19901
 (302) 739-4728

Milford State Service Center
 13 North Church Street
 Milford, DE 19963
 (302) 422-1331

Sussex County:

Bridgeville State Service Center
 Cannon Street
 Bridgeville, DE 19933
 (302) 628-2006
 Georgetown State Service Center
 544 South Bedford Street
 Georgetown, DE 19947
 (302) 856-5225

Pyle State Service Center
 Roxana-Omar Road, Route 382
 Frankford, DE 19945
 (302) 856-5237
 Shipley State Service Center
 350 Virginia Avenue
 Seaford, DE 19973
 (302) 628-2006

RESPITE CARE

ARC of Delaware

The Association for the Rights of Citizens with Mental Retardation
1016 Centre Road, Suite 1
Wilmington, DE 19805
(302) 996-9400

services available Statewide advocacy agency for citizens with mental retardation; also provides direct services. Offers case advocacy services to help individuals access available resources; case management services; employment and training to encourage employers to provide competitive employment opportunities to job-ready persons with mental retardation; and the Friend to Friend program to match individuals with and without mental retardation. Develops housing for individuals with mental retardation in conjunction with the Division of mental Retardation. Library and audio-visual resources available to the general public.

eligibility Open

hours 9:00 a.m. – 5:00 p.m., Monday-Friday

Division of Mental Retardation (DMR, DHSS)

Jesse Cooper Building
Federal Street, P.O. Box 637
Dover, DE 19903
(302) 739-3203

services available Community programs: Home and Community Based Services provides residential services, adult day habilitation, work activity services, family support, and respite.

eligibility Children and adults with mental retardation/developmental disabilities, Delaware residents.

hours 8:00 a.m. – 4:30 p.m., Monday-Friday

United Cerebral Palsy of Delaware, Inc. ■ ■ ■

700-A River Road
Wilmington, DE 19809
(302) 764-2400

services available Provides in home respite care for physically disabled children and adults. Camp Respite includes weekend, over-night respite care for physically disabled children or adults at Camp Lenape, transportation is provided. Occasional, part-time respite is also available for evening or weekend needs.

eligibility Persons with cerebral palsy or similar handicap and their families. The Client Assistance Program serves clients of the State Division of Vocational Rehabilitation, the Division for the Visually Impaired, and other vocational rehabilitation programs regardless of the type of disability.

hours 8:30 a.m. – 4:30 p.m., Monday-Friday

Other Locations:
3249 Midstate Road
Felton, DE 19943
(302) 335-5626

Client Assistance Program
254 Camden-Wyoming Avenue
Camden, DE 19934
(302) 698-9336

SOCIAL & RECREATIONAL PROGRAMS

Easter Seal Society of Del-Mar, Inc. ■ ■ ■

New Castle Corporate Commons
61 Corporate Circle
New Castle, DE 19720
(302) 324-4444

services available Provides camping and recreational programs for individuals with disabilities.

eligibility Persons with disabilities

hours 8:30 a.m. – 4:30 p.m., Monday-Friday

Kent County
146 South Governors Avenue
Dover, DE 19901
(302) 678-3353

City of Wilmington Parks and Recreation

Youth and Family Services Division
22 South Heald Street
Wilmington, DE 19801
(302) 571-4250

services available Summer Youth Employment Program, City of Wilmington or Tailored Employment and Education Necessary for Success Work (TEENS WORK) provides seven to nine weeks of summer employment to economically disadvantaged, handicapped and/or special education students. Also provides counseling services, self-esteem workshop, employment workshop, and parenting workshops.

eligibility Summer Youth Employment Program: ages 14-21 and certified eligible by the State of Delaware

hours 8:00 a.m. – 4:00 p.m., Monday-Friday (June-August)

Wilmington Department of Parks and Recreation

22 South Heald Street
Wilmington, DE 19801
(302) 4250/4251

services available Administers recreation centers, parks, playgrounds, and swimming pools; provides community organization; organizes sports leagues, recreation, athletics, and other programs and services. Youth Services include Teen R.A.P., Tag Along program, College Visitation Program and workshops and seminars (sites and times vary). Also provides tutorial service.

eligibility Open. Call for complete listing of locations and times for various activities.

hours 9:00 a.m. – 5:00 p.m., Monday-Friday

YMCA of Delaware ■ ■ ■

Association Office
501 West 11th Street
Wilmington, DE 19801
(302) 571-6908

services available Provides recreation; physical fitness and health education; camping (resident and day care); social group service, child care; swimming; athletics; informal education classes; family communications; values programs; leadership and development groups; drug abuse counseling; clubs and groups; adult and youth employment services. Provides housing at Central (males only).

eligibility Open. Males only for housing residence.

hours Vary by location

Brandywine Branch and Hanby
Outdoor Center
3 Mt. Lebanon Road
Wilmington, DE 19803
(302) 478-8303

Camp Tockwogh Branch
501 West 11th Street
Wilmington, DE 19801
(302) 571-6956

Central Branch
501 West 11th Street
Wilmington, DE 19801
(302) 571-6900

Resource Center Branch
501 West 11th Street
Wilmington, DE 19801
(302) 571-6975

Central Delaware Branch
1137 South State Street
Dover, DE 19901
(302) 674-3000

Sussex Family Branch
105 Church Street
Rehoboth, DE 19971
(302) 227-8018

Walnut Street Branch
1000-A North Walnut Street
Wilmington, DE 19801
(302) 571-6935

Western Branch
2600 Kirkwood Highway
Newark, DE 19711
(302) 453-1481

Bear/Glasgow Family Branch
34 Peoples Plaza
Newark, DE 19702
(302) 832-7980

YWCA Of New Castle County



Wilmington Center (Administrative Offices)
233 King Street
Wilmington, DE 19801
(302) 658-7161

services available Provides social services and self-development for adults and children with emphasis on women's services and self-development. Services include housing, small business development, employment preparation, children's services, advocacy, and fitness/wellness and self-development for men, women and children.

eligibility Members – females; associates – males

hours 8:30 a.m. – 5:00 p.m. – Monday-Friday
(evening and weekend hours vary)

Newark Center
318 South College Avenue
Newark, DE 19711
(302) 368-9173

Wilmington Center
225 King Street
(residential programs and day care)
and
233 King Street
Wilmington, DE 19801
(302) 658 7161

Home Life Management
709 Madison Street
Wilmington, DE 19801
(302) 658-7110

Kennedy/Evans Transitional Housing
Program
28 and Tatnall Streets
Wilmington, DE 19802
(302) 764-1145

Delaware Special Olympics



University of Delaware
Newark, DE 19716
(302) 831-4653

services available Provides year-round sports and training and competition programs at local, area, and state levels, as well as international every two years; official training schools for volunteers, officials, event directors and coaches; and athlete instructional clinics.

eligibility Mentally handicapped, ages 8 and over

hours 8:30 a.m. – 5:00 p.m., Monday-Friday

New Castle County Department of Libraries

Administrative Office
187-A Old Churchmans Road
New Castle, DE 19720
(302) 323-6480

services available

Provides books and other materials, e.g., large print, talking books, magazines, newspapers, records, and cassettes. Other services include: information (in person and by phone); programs for children and adults; handicapped access; tax forms; literacy tutoring; photocopy machines; and deposit collections for preschools, nursing homes, and correctional facilities. (Not all libraries offer all of the above).

eligibility

Open to those with proper identification

hours

Vary by location

Appoquinimink
218 North Broad Street
Middletown, DE 19709
(302) 378-9133

Claymont
3303 Green Street
Claymont, DE 19703
(302) 798-4164

Concord Pike
3406 Concord Pike
Wilmington, DE 19801
(302) 478-7961

Corbit-Calloway
2nd and high Streets
Odessa, DE 19730
(302) 378-8838

Delaware City
401 Clinton Street
Delaware City, DE 19706
(302) 83334-4148

Elsmere
30 Spruce Avenue
Wilmington, DE 19801
(302) 892-9814

Hockessin
Valley Road and Old Lancaster Pike
Hockessin, DE 19707
(302) 239-5160

Kirkwood Highway
6000 Kirkwood Highway
Wilmington, DE 19801
(302) 995-7663

La Biblioteca del Pueblo
1129 West 4th Street
Wilmington, DE 19801
(302) 571-7422

New Castle
Delaware and Fifth Streets
New Castle, DE 19720
(302) 328-1995

Newark
750 Library Avenue
Newark, DE 19711
(302) 731-7550

North Wilmington
3400 North Market Street
Wilmington, DE 19801
(302) 761-4290

Wilmington Institute
10th and Market Streets
Wilmington, DE 19801
(302) 571-7416

Woodland Branch
2101 West 6th Street
Wilmington, DE 19801
(302) 571-7425

Newark Department of Parks and Recreation

220 Elkton Road
P.O. Box 390
Newark, DE 19715
(302) 366-7060

services available Provides recreation, leisure activities and classes in areas including sports, fitness, day trips, dance, theatre arts, crafts, special events, special interest activities and nature. Numerous parks for the active and passive users.

eligibility Open

hours Varies depending upon program and location

Delaware Division of Libraries (DOS)

43 South DuPont Highway
Dover, DE 19901

(302) 739-4748 1-800-282-8676 Books By Mail: 1-800-282-8696

services available Library for the Blind and Physically Handicapped for those physically incapable of reading conventional printed material. Free provision of books and magazines recorded on disc and cassette, as well as record/cassette players; Braille; postage-free distribution. Book By Mail: loans popular paperback books through the mail to citizens who are homebound due to a visual or physical disability. Large print books and high interest, low vocabulary books for new readers are also available. Postage-free distribution. Phone Difficult Questions (PDQ): supplements DeLAWARE- The Digital Library of the First State: Provides online information and services to Delaware citizens through their local library system.

eligibility Varies by program

hours 8:00 a.m. – 4:30 p.m., Monday-Friday
9:30 a.m. – 6:00 p.m., Monday-Thursday (PDQ)
8:00 a.m. – 4:30 p.m., Friday (PDQ)

Sussex County Department of Libraries

P.O. Box 589
Georgetown, DE 19947
(302) 855-7890

services available Provides books and other materials such as videos, audiocassettes, CD's, magazines, newspapers, and books on tape. Other services include information, programs for children and adults, tax forms, tours, display cases, literacy tutoring, and outreach to nursing homes and daycare centers. Not all libraries offer all services.

eligibility Open to all residents and property owners with proper identification; in-house and information available to all.

hours 8:30 a.m. – 4:30 p.m. – Monday-Friday

Bridgeville 210 Market Street Bridgeville, DE 19933 (302) 337-7401	(302) 422-8996 Millsboro 203 Main Street Millsboro, DE 19966 (302) 934-8743
Delmar 101 North Bi-State Boulevard Delmar, DE 19940 (302) 846-9894	Milton 121 Union Street Milton, DE 19968 (302) 684-8856
Frankford 8 Main Street Frankford, DE 19945 (302) 732-9351	Rehoboth Beach 226 Rehoboth Avenue Rehoboth Beach, DE 19971 (302) 227-8044
Georgetown 10 West Pine Street Georgetown, DE 19947 (302) 856-7958	Seaford 402 North Porter Street Seaford, DE 19973 (302) 629-2524
Greenwood Mill Street Greenwood, DE 19950 (302) 349-5309	Selbyville 11 Main & McCabe Street Selbyville, DE 19975 (302) 436-8195
Laurel 6 East Fourth Street Laurel, DE 19956	South Coastal 41 Kent Avenue Bethany Beach, DE 19930 (302) 539-5231
Lewes 111 Adams Avenue Lewes, DE 19958 (302) 645-2733	Bookmobile 109 East Laurel Street Georgetown, DE 19947 (302) 855-7890
Milford 11 South East Front Street Milford, DE 19963	

New Castle County Department of Community Services ■ ■ ■ ■

(formerly New Castle County Department of Parks and Recreation)

87 Reads Way

New Castle Corporate Commons

New Castle, DE 19720

(302) 395-5600

services available Offers programs for children and adults in sports, crafts, aquatics, cultural arts and other recreational activities, plus specialized programming for children and adults with disabilities. Also operates five senior centers, Wheels health care transportation for seniors, Rockwood Museum, Brandywine Zoo, Carousel Farm Stables, Delcastle Tennis Center, the Delcastle and Porky Oliver Golf Courses, plus 180 county parks.

eligibility Open

hours 8:00 a.m. – 4:00 p.m. – Monday-Friday

Delaware Association for the Blind ■ ■ ■ ■

800 West Street

Wilmington, DE 19801

(302) 655-211

services available Provides education and recreational programs; Sunnybrook Day Camp for blind children; Landis Lodge Vacation Center for the Adult Blind; swimming pool; audio book program recording inkprint material on cassette tapes for the blind; bingo; fishing trips; arts and crafts; trips to a variety of community events and attractions; annual Christmas Party; adjustment to blindness counseling, peer counseling and similar programs designed to further the well-being of the blind. Also has available a small fund to help with financial emergencies. Call for guidelines and assistance in obtaining transportation. Store selling aids and appliances.

eligibility Legally blind

hours 8:00 a.m. – 4:30 p.m. – Monday-Friday

Landis Lodge

2915 Newport Gap Pike

Wilmington, DE 19808

(302) 994-9478

Jewish Community Center and Family Campus

101 Garden of Eden Road
Wilmington, DE 19803
(302) 478-5660

services available

Provides educational, recreational, cultural and social programs for all ages. Health and Physical Education offers a variety of fitness and swim programs. Full indoor recreational facilities including state-of-the-art fitness center and outdoor recreational facilities, housed at adjacent Family Campus. The Children's Center of the JCC provides services for children including full and part-time day care and pre-school. After-school care, school vacation programs and summer day camp program are also offered. Teen Services include college search programs, SAT courses, various classes and trips. Adult Services

Includes awareness and public affairs programs, trips and community concert performances. Senior Center offers recreational and social programs for persons ages 62 and over; hot kosher meals served Monday-Friday, trips, crafts, speakers, public event seminars, discussion groups, social and health issues.

eligibility Open

hours 9:00 a.m. – 5:00 p.m. – Sunday
6:00 a.m. – 10:00 p.m. – Monday-Thursday
6:00 a.m. – 5:00 p.m. – Friday
1:00 p.m. – 6:00 p.m. – Saturday

William “HICKS” Anderson Community Center

501 North Madison Street
Wilmington, DE 19801
(302) 571-4266

services available Provides the following programs and activities: aerobics, aqua-aerobics, swimming lessons, life guarding, karate, boxing, music, ceramics, tutorial, summer day camp, sports camps, Delaware Prevention Substance Abuse Program, youth and adult basketball leagues, youth softball, cycling, youth sports clinics, Girl Scouts, arts and crafts, sewing, movies, table games, and trips. Facilities include: gymnasium, indoor swimming pool, ceramic workshop, and library. Also offers conflict resolution, public awareness, health fairs, and fitness centers. Accessible to the disabled.

eligibility Open

hours 9:00 a.m. – 9:00 p.m. – Monday-Friday
10:00 a.m. – 3:00 p.m. – Saturday

Mancus Foundation, Wilmington Chapter

29th and Jessup Streets
Wilmington, DE 19802
(302) 652-7187

services available Provides entertainment, social life, cultural enrichment, placement referrals and counseling, and transportation for physically handicapped teens and adults.

eligibility Physically handicapped, ages 12 and over

hours 9:00 a.m. – 5:00 p.m. – Monday-Friday
(emergencies only Saturday-Sunday)

NATIONAL DISABILITY ORGANIZATIONS

ABLEDATA

8401 Colesville Road, Suite 200
Silver Spring, MD 20910
1-800-227-0216

Alexander Graham Bell Association for the Deaf

3417 Volta Place NW
Washington, DC 20007-2778
202-337-5220

Alzheimer's Association

919 North Michigan Avenue, Suite 1000
Chicago, IL 60611
1-800-272-3900

American Association for the Deaf-Blind

814 Thayer Avenue, #302
Silver Spring, MD 20910
301-588-6545

American Association of University Affiliated Programs for persons with Developmental Disabilities

8630 Fenton Street, #410
Silver Spring, MD 20910
(302)588-8252

American Association on Mental Retardation

444 North Capitol Street, NW #846
Washington, DC 20001-1570
1-800-424-3688

American Council for the Blind

11 Perm Plaza, Suite 300
New York, NY 10001-2018
1-800-232-5463

American Diabetes Association (ADA)

ADA Diabetes Info Service Center
1660 Duke Street
Alexandria, VA 22314
1-800-232-3472

American Foundation for the Blind

11 Perm Plaza, Suite 300
New York, NY 10001-2018
1-800-232-5463

American Society for Deaf Children

2848 Arden Way, #210
Sacramento, CA 95825-1373
1-800-942-2732

American Speech-Language-Hearing Association

10801 Rockville Pike
Rockville, MD 20852
1-800-638-8255

Arc of the U.S.

500 East Border Street, #300
Arlington, TX 76010
1-800-433-5255

Arthritis Foundation

1330 West Peachtree Street
Atlanta, GA 30309
1-800-283-7800

Association for the Care of Children's Health (ACCH)

7910 Woodmont Avenue, #300
Bethesda, MD 20814
301-654-6549

Association of Birth Defect Children, Inc. (ABDC)

827 Irma Avenue
Orlando, FL 32803
1-800-313-2232

Autism Society of America, Inc.

7910 Woodmont Avenue, #650
Bethesda, MD 20815
1-800-328-4776

Bazelon Center for Mental Health Law

(formerly Mental Health Law Project)
1101-15th Street, NW #1212
Washington, DC 20005
202-467-5730

Beach Center on Families and Disability

Bureau of Child Research
University of Kansas
3111 Haworth Hall
Lawrence, KS 66045
913-864-7600

Better Hearing Institute

Hearing Helpline
P.O. Box 1840
Washington, DC 20013
1-800-327-9355

Brain Injury Association

1776 Massachusetts Avenue, NW, #100
Washington, DC 20036
1-800-444-6443

Cancer Fax

National Cancer Institute
301-402-5874

Cancer Information Service

1-800-422-6237

Candlelighter's Childhood Cancer Foundation

7910 Woodmont Avenue, #460
Bethesda, MD 20814
1-800-366-2223

Center for Effective Collaboration and Practice

Pelavin Reserach Center
American Institutes for Research
1000 Thomas Jefferson Street, NW, Suite 400
Washington, DC 20007
1-888-47-1551

Challenge

(Attention Deficit Disorder Association)
P.O. Box 488
West Newbury, MA 01985
Child and Adolescent Service System Program (CASSP)
National Institute of Mental Health (NIMH)
Parklawn Building
5600 Fishers Lane, Room 11C-09
Rockville, MD 20857
301-443-1333

Children and Adults with Attention Deficit Disorders (C.H.A.D.D.)

499 NW 70th Avenue, #308
Plantation, FL 33317
305-587-3700

Children's Defense Fund

25 E Street NW
Washington, DC 20001
202-628-8787

Cornelia deLange Syndrome Foundation

60 Dyer Avenue
Collinsville, CT 06022
1-800-223-8355

Council for Exception Children (CEC)

1920 Association Drive
Reston, VA 22091-1589
1-800-328-0272

Disability Rights Education and Defense Fund (DREDF)

2212 – 6th Street
Berkeley, CA 94710
415-644-2555

Epilepsy Foundation of America

(and National Epilepsy Library & Resource Center)
4351 Garden City Drive
Landover, MD 20785
1-800-332-1000

ERIC Clearinghouse on Adult Career & Vocational Education

1900 Kenny Road
Columbus, OH 43210
1-800-848-4815

ERIC Clearinghouse on Disability & Gifted Education

1920 Association Drive
Reston, VA 11091
703-620-3660

Estate Planning for Persons with Disabilities

2801 Highway 280 South
Birmingham, AL 35223-2407
1-800-934-1929

Family Voices

P.O. Box 769
Algodones, NM 87001

Families of Spinal Muscular Atrophy

P.O. Box 196
Libertyville, IL 60048
1-800-886-1762

Federation of Families for Children's Mental Health

1021 Prince Street
Alexandria, VA 22314-1971
703-684-7710

HEAL

(Human Ecology Action League)
P.O. Box 49126
Atlanta, GA 30359-1126
404-248-1898

HEALTH Resource Center

(National Clearinghouse on Postsecondary Education for Individuals with Disabilities)
One Dupont Circle NW, #855
Washington, DC 20036-1110
1-800-544-3284

Helen Keller National Center for Deaf-Blind Youths & Adults (HKNC)

111 Middle Neck Road
Sands Point, NY 11050
516-944-8900

Human Growth Foundation

7777 Leesburg Pike
Falls Church, VA 22043
1-800-451-6434

Immune Deficiency Foundation

25 West Chesapeake Avenue, #206
Baltimore, MD 21204-4820
1-800-296-4433

Institute for Families of Blind Children

P.O. Box 54700, MS 111
Los Angeles, CA 90054-0700
213-669-4649

International Fibrodysplasia Ossificans Progressiva Association

P.O. Box 3578
Winter Springs, FL 32708
407-365-4194

Job Accommodation Network

West Virginia University
P.O. Box 6080
918 Chestnut Ridge Road, #1
Morgantown, WV 26506
1-800-232-9676

Juvenile Diabetes Foundation International (JDF)

120 Wall Street
New York, NY 10005-3904
1-800-223-1138

Learning Disabilities Association of America

4156 Library Road
Pittsburgh, PA 15234
412-341-1515

Leukemia Society of America

600 – 3rd Avenue, 4th Floor
New York, NY 10016
1-800-955-4654

Lowe's Syndrome Association

222 Lincoln Street
West Lafayette, IN 47906
327-743-3634

Lupus Foundation of America, Inc.

130 Piccard, Suite 200
Rockville, MD 20850
1-800-558-0121

March of Dimes Birth Defects Foundation

1275 Mamaroneck Avenue
White Plains, NY 10605
914-428-7100

Muscular Dystrophy Association

3300 East Sunrise Drive
Tucson, AZ 85718
1-800-572-1717

National Alliance for the Mentally Ill

200 North Glebe Road, #1015
Arlington, VA 22203-3754
1-800-950-6264

National Association for Parents of the Visually Impaired, Inc.

P.O. Box 317
Watertown, MA 02272
1-800-572-6265

National Association of Protection and Advocacy Systems

900 – 2nd Street, NE, #211
Washington, DC 20002
202-408-9514

National Association of the Deaf

814 Thayer Avenue
Silver Spring, MD 20910-4500
301-587-1788

National Association of State Directors of Special Education (NASDSE)

1800 Diagonal Road, #320
Alexandria, VA 22314-2840
703-519-3800

National Autism Hotline

P.O. Box 507
Huntington, WV 25710-0507
304-525-8014

National Brian Injury Research Foundation

14408 Newton Patent Court
Centreville, VA 22020
1-800-447-8445

National Captioning Institute

5203 Leesburg Pike, 15th Floor
Falls Church, VA 22041
1-800-533-9673

National Center for Clinical Infant Programs

2000 – 14th Street North, #380
Arlington, VA 22201
703-528-4300

National Center for Education in Maternal & Child Health

2200 – 15th Street North, #701
Arlington, VA 22201
703-524-7802

National Center for Law and the Deaf

800 Florida Avenue, NE
Washington, DC 20002
202-651-5454

National Center for Stuttering

200 East 334d Street, #27-C
New York, NY 10016
1-800-221-2483

National Center for the Study of Postsecondary Educational Supports

Rehabilitation Research & Training Center (RRTC)
University of Hawaii at Manoe
1776 University Avenue, UA 4-6
Honolulu, HI 96822

National Chronic Pain Outreach Association (NCPOA)

7979 Old Georgetown Road #100
Bethesda, MD 20814
301-652-4948

National Clearinghouse on Family Support and Children's Mental Health

Portland State University
P.O. Box 751
Portland, OR 97207—0751
1-800-628-1696

National Coalition on Deaf-Blindness

175 North Beach Street
Watertown, MA 02172
617-972-7347

National Council on Disability

800 Independence Avenue, SW #814
Washington, DC 20591
202-267-3846

National Cystic Fibrosis Foundation

6931 Arlington Road
Bethesda, MD 20814
1-800-344-4823

National Diabetes Information Clearinghouse (NDIC)

1 Information Way
Bethesda, MD 20892-3560
301-654-3327

National Down Syndrome Congress

7000 Dunwoody Road, Building #5, Suite 100
Atlanta, GA 30328-1662
1-800-232-6372

National Down Syndrome Society

666 Broadway #810
New York, NY 10012-2317
1-800-221-4602

National Early Childhood Technical Assistance System (NECTAS)

137 East Franklin Street
500 Nation's Bank Plaza
Chapel Hill, NC 27514
929-962-2001

National Easter Seal Society

230 West Monroe, #1800
Chicago, IL 606067
1-800-221-6827

National Fragile X Foundation

1441 York Street, #303
Denver, CO 80206
1-800-688-8765

National Health Information Center

(Office of Disease Prevention and Health Promotion)
P.O. Box 1133
Washington, DC 20013-1133
1-800-336-4797

National Hearing Aid Society

20361 Middle Belt Road
Livonia, MI 48152
1-800-521-5247

National Information Center on Deafness

Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3625
202-651-5051

National Information Clearinghouse for Infants with Disabilities and Life-Threatening Conditions, CDD/USC

Benson Building, 1st Floor
Columbia, SC 29208
1-800-922-9234

National Institute on Disability and Rehabilitation Research (NIDRR)

Department of Education
600 Independent Avenue SW
Washington, DC 20202-2572
202-205-8134

National Library Service for the Blind and Physically Handicapped

Library of Congress
1291 Taylor Street, NW
Washington, DC 20542
1-800-424-8567

National Mental Health Association

1021 Prince Street
Alexandria, VA 22314-2971
1-800-969-6642

National Multiple Sclerosis Society

733 – 3rd Avenue
New York, NY 10017
1-800-344-4867

National Organization for Albinism & Hypopigmentation

1500 Locust Street, #1816
Philadelphia, PA 19102
215-545-2322

National Organization for Rare Disorders (NORD)

P.O. Box 8923
New Fairfield, CT 06812
1-800-999-6673

National Organization on Disability

910 – 16th Street, NW, #600
Washington, DC 20006
202-293-5960

National Parent Network on Disabilities

1727 King Street, Suite 305
Alexandria, VA 22314
703-684-6763

National Rehabilitation Information Center

8455 Colesville Road, #935
Silver Spring, MD 20910-3319
1-800-346-2742

National Retinitis Pigmentosa Foundation, Inc.

11350 McCormick Road, #800
Hunt Valley, MD 21031-1002
1-800-638-5683

National Spinal Cord Injury Association

8300 Colesville Road, Suite 5515
Silver Spring, MD 20910
1-800-962-9629

National Transition Alliance for Youth with Disabilities

Transition Research Institute
University of Illinois
113 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
217-333-2325

National Transition Network

Institute on Community Integration (UAP)
University of Minnesota
103 U-Tech Center
1313 Fifth Street, S.C.
Minneapolis, MN 55414
612-627-4008

National Tourette Syndrome Association

4240 Bell Blvd., Suite 205
Bayside, NY 11361
1-800-237-0717

National Tuberous Sclerosis Association

8181 Professional Place, Suite 110
Landover, MD 20785
1-800-225-6872

Office for Civil Rights National Office

Department of Education
Room 5000, Switzer Building
400 Maryland Avenue, SW
Washington, DC 20202
Office of Civil Rights
Region 5
Department of Education
111 North Canal Street, Suite 1053
Chicago, IL 60606
312-886-8438

Office of Special Education Programs (OSE)

Switzer Building
400 Maryland Avenue, SW
Stop 2651
Washington, DC 20202-2651
202-205-5507

Office of Special Education & Rehabilitative Services (OSERS)

Room 3006 Switzer Building
330 C Street, SW
Washington, DC 20202-2500
202-205-5465

Orton Society

8600 LaSalle Road
Chester Building, #382
Baltimore, MD 21286-2044
301-296-0232

Osteogenesis Imperfecta Foundation, Inc.

P.O. Box 24776
Tampa, FL 33623-4776
813-855-7077

People First, Inc.

(Self-advocacy group)
1-800-433-5255

Prader-Willi Syndrome Association

2510 South Brentwood Boulevard, #220
St. Louis, MO 63144
1-800-926-4797

Presidential Task Force on the Employment of Adults with Disabilities

Protection and Advocacy for Mentally Ill Program (PAMI)
National Institute of mental health
Room 15-C-21
5600 Fishers Lane
Rockville, MD 20857
301-443-3667

Resource Access Project (RAP)

University of Illinois
Department of Special Education
403 East Healey
Champaign, IL 61820
217-333-3876

Schools Are For Everyone (SAFE)

7800 Shoal Creek Boulevard #171-E
Austin, TX 78757

Self-Help for hard of Hearing People, Inc.

7910 Woodmont Avenue, #1200
Bethesda, MD 20814
301-657-2248

Short Stature Foundation

(formerly Little People of America)
P.O. Box 9897
Washington, DC 20016
1-800-243-9273

Sick Kids Need Involved People, Inc. (SKIP)

216 Newport Drive
Severna Park, MD 21156

Spina Bifida Association of America

4590 MacArthur Boulevard, NW, Suite 250
Washington, DC 20007
1-800-621-3141

National Center for Research in Vocational Education

University of Illinois
Room 345 Education Building
1310 South Sixth Street
Champaign, IL 61820
217-333-2609

Technical Assistance Alliance for Parent Programs

C/o PACER Center
4826 Chicago Avenue, South
Mpls., MN 55417-1098
1-888-248-0822

Technical Assistance on Training about the Rehabilitation Act (TATRA)

C/o PACER Center
4826 Chicago Avenue South
Mpls, MN 55417-1098
1-800-537-2237

TASH

29 West Susquehanna Avenue, Suite 210
Baltimore, MD 21204
1-800-482-8274

United Cerebral Palsy Association

1522 K Street, NW #1112
Washington, DC 20005
1-800-872-5827

Very Special Arts

1300 Connecticut Avenue, NW, Suite 700
 Washington, DC 20036
 10800-933-8721

Williams Syndrome Association

P.O. Box 297
 Clawson, MI 48017
 810-541-3630

World Institute on Disability

510 – 16th Street, #100
 Oakland, CA 94612
 510-763-4100

TRANSPORTATION

The Department of Motor Vehicles ■ ■ ■ ■

Division of Motor Vehicles Wilmington
Eighth Street and Bancroft Parkway
P.O. Box 2551
Wilmington, DE 19805
(302) 577-2580

services available Delaware law says that driver's education classes shall be available to any eligible person at two months before their 16th birthday or older. The law also says that the State will provide a separate program of instruction for special needs students whose Individualized Education Plan (IEP) shows a need for this. For complete details contact the Department of Motor Vehicles (DMV) office located nearest to your location.

eligibility Open

hours 8:00 a.m. – 4:30 p.m. – Monday-Tuesday-Thursday-Friday
12:00 noon – 8:00 p.m. – Wednesday

New Castle
Airport Road and Churchman's Road
New Castle, DE 19720
(302) 577-2580

Georgetown
Route 113 and South Bedford Street,
Extended
P.O. Box 389
Georgetown, DE 19947
(302) 856-2500

Dover
Route 113 – Bay Road
P.O. Box 698
Dover, DE 19903
(302) 739-2500

Delaware Transit Corporation (DTC) DART ■ ■ ■ ■

P.O. Box 1670
Wilmington, DE 19899-1670
1-800-652-3278

Delaware Administration for Specialized Transportation (DAST) ■

655 Bay Road
Dover, DE 19901
1-800-355-8080

Department of Public Safety Office of Highway Safety ■ ■ ■ ■

P.O. Box 1321, 303 Transportation Circle
Dover, DE 19903
(302)739-4475

STATE DISABILITY AGENCIES

Coordinating Council for Children with Disabilities

1600 Rockland Road
P.O. Box 7162
Wilmington, DE 19803-4055
(302)654-6987

Delaware Association of Rehabilitation Facilities (DELARF)

1679 DuPont Highway
Dover, DE 19901 • (302)672-7221

Delaware Developmental Disabilities Planning Council

Townsend Building
P.O. Box 1401
Dover, DE 19903 • (302)729-3333

Division of Vocational Rehabilitation (DVR) Department of Labor

4425 North Market Street
P.O. Box 9969
Wilmington, DE 19809 • (302)761-8275

New Castle County

321 East 11th Street
P.O. Box 9969
Wilmington, DE 19801
(302)761-8300

Churchman's Center
908 Churchman's Road Extended,
Suite 1
New Castle, DE 19720
(302)326-8930

Drummond Plaza Office Park
Suite 1301, Building 1
Newark, DE 19711
(302)368-6980

Appoquinimink State Service Center
122 Silver Lake Road
Middletown, DE 19709
(302)378-5779

Kent County

Carroll's Plaza, Suite 105
1114 South DuPont Highway
Dover, DE 19901
(302)739-5478

Sussex County

Georgetown Professional Park
600 North DuPont Highway, Suite 212
Georgetown, DE 19947
(302)856-5730

Division of Employment and Training

The Fox Valley Shops
4425 North Market Street
Wilmington, DE 19802 • (302)761-6634

New Castle County

Pencader Corporate Commons
225 Corporate Boulevard, Suite 211
Newark, DE 19702 • (302)368-6622

Kent County

1114 South DuPont Highway, Suite 104
Dover, De 19901 • (302)739-6485

Sussex County

600 North DuPont Highway, Suite 207
Georgetown, DE 19947 • (302)856-5772

Independent Resources, Inc.

Two Fox Point Centre
6 Denny Road, Suite 205
Wilmington, DE 19809
(302)765-0141

Parent Information Center of Delaware (PIC)

700 Barksdale Road, Suite 16
Newark, DE 19711
(302)366-0152

State Council for Persons with Disabilities (SCPD)

O'Neill Building, 3rd Floor
P.O. Box 1401
Dover, DE 19903-1401 • (302)739-3613